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ABSTRACT

The guide contains profiles of the linguistic situation and English language teaching conditions, in both public and private sectors, in 48 foreign countries. Descriptions include such information as official language(s), qualifications and requirements for teaching English as a Second Language (ESL), typical class sizes and hours, accessibility of and preference for ESL materials, availability of support facilities and services, prevalent methodologies, pay scales and benefits, working hours and conditions, normal class loads, and country-specific items of concern to teachers. The name, affiliation, and contact information of the person who prepared each profile and update is included. Many profiles also list names of persons and institutions that can be contacted for employment information. An additional list of employment and teacher referral contacts is appended. Profiles are organized by continent or region. (MSE)

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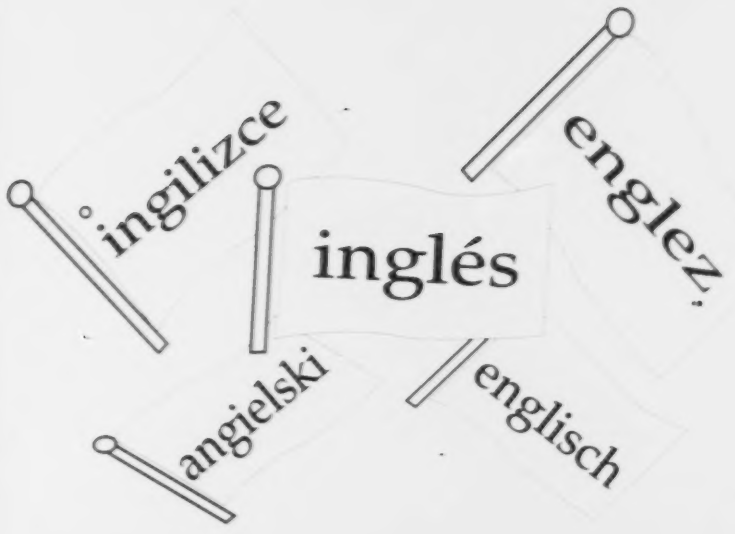

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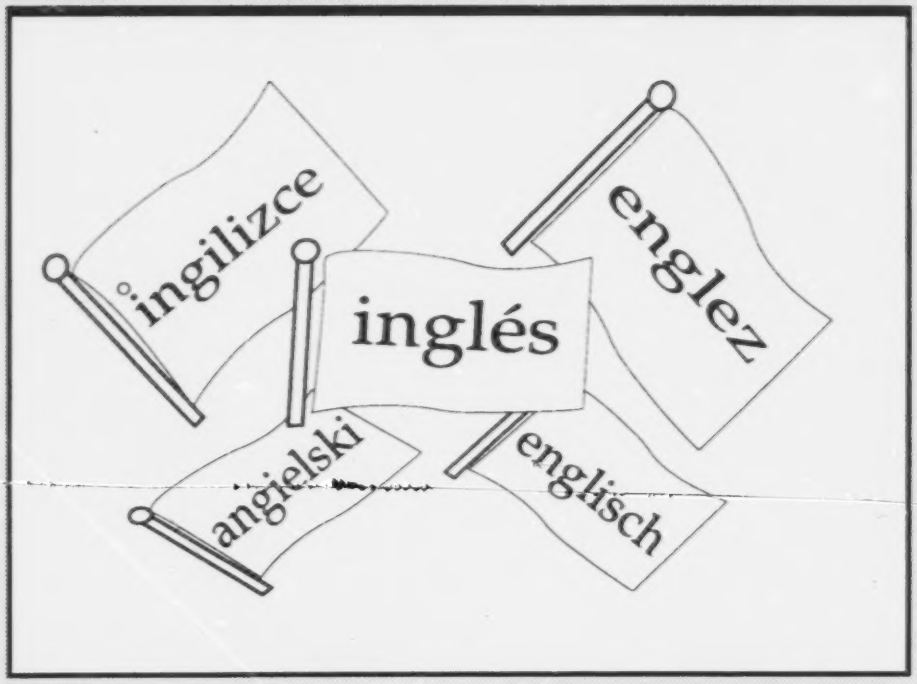

Outside the United States

Teachers of English to Speakers of Other Languages, Inc.

Teaching EFL Outside the United States:
A TESOL Field Services Publication developed by the EFL Interest Section, Fourth Edition

Edited by Gary Butzbach, Ellen Garshick, and Terry O'Donnell
Cover design and page makeup by Maria Minor

Note

Although every effort has been made to verify the information in the following country profiles, these profiles reflect the views of their individual authors and do not necessarily reflect the views of TESOL or its affiliates.

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All addresses are in the US unless otherwise noted.

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INTRODUCTION

The materials in *Teaching EFL Outside the United States* were prepared as part of a project sponsored by the English as a Foreign Language Interest Section of TESOL. Each profile offers a brief description of the linguistic situation in the country and language teaching conditions in both the public and private sectors. Descriptions include such information as qualifications and requirements for teaching EFL, typical class sizes and hours, accessibility of and preference for TEFL materials, availability of support facilities and services, pay scales and benefits, working hours and conditions, normal class loads, and country-specific items of concern to teachers.

The name, affiliation, and contact information of the person who prepared each profile is included, as is the same information for contributors of updates. Many profiles also list names of persons and institutions that can be contacted for employment possibilities and information. At the back of the book is a list of employment and teacher referral contacts, including information about the TESOL Placement Service.

In the introduction to the first edition, I acknowledged that the contents of this book represented just a beginning. Through each successive edition we have added new profiles and tried to maintain the most up-to-date information. As more and more people are attracted to teaching in an international context and share their experiences with others, additional country profiles will be added.

I would like to thank Terry O'Donnell, Director of Field Services at TESOL Central Office, for her invaluable support and unfailing patience over the four years we have been working on this project, as well as Maria Minor, the project coodinator, for her long hours of labor putting our efforts into acceptable professional shape.

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ACKNOWLEDGMENTS

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Africa

Algeria

by Bonnie Tangelos

▼ Background

The outlook for non-Algerian EFL teachers in Algeria is extremely bleak. It is impossible for foreigners to teach in the public school system, and it is almost impossible for those who may get hired to teach in a private school to obtain the necessary work and residence permits. Furthermore, payment is in the local currency, which is not convertible and very unstable as of 1992. Housing is difficult to find and extremely expensive.

○ Employment

In the private sector, employment is available, though very limited. The British Council contracts for teachers through their own registry service. The American Language Institute does hire foreigners, but only on an hourly basis, and there are no fringe benefits. Anyone coming to Algeria with no other means of support than their teaching salary would find it difficult to obtain affordable housing.

Botswana

by George Wilcox

▼ Official Language(s)

The official language of Botswana is English. Setswana and Ikalanga are strong second languages, and English and Setswana are the languages of instruction in the schools.

▼ Public Sector Education

○ Calendar/Class Schedule

The normal school calendar is February to late November/early December.

○ EFL Situation/Programs

The Ministry of Education determines programs, prescribes methodology, and chooses texts for public schools. English is a compulsory subject at all levels, and there is quite a lot of opportunity to use the language in the workplace and in life in general.

○ Qualifications/Requirements for Teaching

A certificate, diploma, or degree in English is a requirement for teaching the language.

○ Nationality Restrictions

There are no nationality restrictions.

○ Class Sizes/Hours of Instruction

The normal class size is 20-35 students. Hours of instruction range from 8 am to 1 pm.

Depending on the amount of work, classes can also be scheduled from 2 to 4:30 pm, but, generally speaking, the afternoons are reserved for preparation and study.

○ Materials Used

Most materials in use at this time are published by Longman, Macmillan, and Heinemann. However, other TEFL materials, both British and U.S., can be obtained from local bookshops.

○ Equipment/Library Facilities

Teaching equipment and library services can be obtained from the Ministry of Education and/or the National Library Service, or can be purchased from local shops that specialize in such items.

○ Prevalent TEFL Methodology(ies)

No particular skill is regarded as more important than others, and all are emphasized.

○ Pay Scale/Working Hours

There is no difference between non-Botswanan and local-hire teachers in terms of pay scales and working hours. However, there are nonsalary benefits for ex-pats (e.g., contract addition, transport fees from place of recruitment).

▼ **Contact Information**

United Teaching Services
Private Bag 00605
Gaborone, Botswana
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Madagascar

by Hallie Rabenarivo

▼ **Background**

Madagascar is an island in the Indian Ocean across the Mozambique Channel from mainland Africa. The coastal people are of African descent, while the highland people are of Malaysian descent. All Malagasy speak one language, which is of Malaysian origin. Madagascar is rich in endemic fauna and flora because no predators have existed on the island since its separation from the mainland.

▼ **Official Language(s)**

The official language of the country is Malagasy, although French is a strong second language. The languages of instruction in schools in general are Malagasy and French, and teachers will find that French is useful, but not mandatory. English is compulsory beginning in Grade 6.

▼ **Private Sector Education** (the USIS English Teaching Program)

○ Calendar/Class Schedule

There are four 10-week sessions, beginning in January, April, July, and October.

❍ Other Language(s)

There are very limited opportunities to speak English outside the classroom, but many USIS students use the language at work.

❍ Qualifications/Requirements for Teaching

Preference is given to trained native speakers, then to trained Malagasy or third country nationals, and finally to untrained native speakers. All teachers are hired locally.

❍ Nationality Restrictions

Teachers must obtain a visa to stay in the country without help from the English Teaching Program. Because visas are difficult to get and the U.S. government cannot help in the matter, all native speaker teachers are in-country under some other auspices.

❍ Class Sizes/Hours of Instruction

Class size ranges from 16-20. Hours are 7:30-9 am, 9-10:30 am, 10:30 am-noon, 4:30-6 pm, and 6-7:30 pm. Three classes generally constitute a full load.

❍ Materials Used

American textbooks (*Interchange* and *Spectrum*) are used. An extensive English language teaching library is available to teachers, who are asked to purchase only blank cassettes for recording classroom materials.

❍ Equipment/Library Facilities

The USIS library has an ELT core collection, and the ET program has its own extensive, up-to-date library of TEFL materials, and audio-video equipment (cassette recorders, videos, high-speed copiers). May 1992 will see the completion of of a new listening/reading center with 11 carrels, a table with 6 headphones, a video machine, and air conditioning.

Morocco

by Michael Fitzgerald

▼ Background

The Kingdom of Morocco is a crossroads. Standing on the beach in Tangier, one can look across the Straits of Gibraltar to Spain. On a beach in the west of the country, one can look out over the Atlantic and know that about 4,000 miles away is New York. South, across the Sahara, lies Africa, and to the east stretches North Africa and the Middle East.

Physically and climactically, Morocco resembles California (from San Francisco south) and New Mexico: miles of coastline, mountain ranges affording skiing and hiking through pine and cedar forests, sparsely vegetated plains broken by reddish mesas, and finally, in the south, deserts with the palm trees and camels that have provided outsiders with their stereotypes of the country.

Any comparison with California ends on the geographical level, however, as Morocco does not suffer from overcrowding and pollution. Another significant difference is that Morocco is still, to a large extent, a traditional society where a generally tolerant and rather organic version of Islam is practiced by most of the inhabitants. Like the geometric patterns so characteristic of its decorative art, the culture of Morocco is an intricate weave of several thematic strands: traditional, modern, Islamic, Arab, Berber, Sephardic Jewish, European, and African. Even after having lived and worked in the country for many years, one is continually surprised by the resulting tapestry, often extremely beautiful, sometimes bewildering, and nearly always fascinating.

▼ Official Language(s)

Moroccans, with their history of being at the crossroads, have acquired a remarkable knack for languages. In most rural areas, the first language a child learns is Berber, only later mastering Arabic (Moroccan dialect) in elementary school. Among non-Berber city dwellers, Moroccan Arabic is the first language a child learns. In primary school, teachers use the Moroccan dialect first to teach classical or standard Arabic (which is the official language of the country) and then other school subjects in a mixture of dialectical and standard Arabic.

In the public schools, French is taught as a second language beginning at primary levels (roughly third grade in the U.S. system) and is seen both officially and in practice as a "language of opening" (*langue d'ouverture*) toward Western culture and technology.

▼ Public Sector Education

○ Calendar/Class Schedule

The primary and secondary school year begins in mid-September and goes through late May or early June. The universities begin 2–3 weeks later and end 2–3 weeks earlier. There are 2-week breaks in late December/early January and late March/early April.

○ EFL Program/Situation

English is offered as a second foreign language when students reach 10th grade (U.S. system). Even in the few high schools where Spanish and German are offered as other choices, English is the overwhelming favorite. It is also the most popular major for university Letters (i.e., Liberal Arts) students. At the Faculty of Letters in Marrakech, for example, the number of students in the English department exceeds the total in history and geography combined, and is more than either French or Arabic.

There are several factors that contribute to this tremendous popularity. One is that English is outside the Arabic-French polarity, providing an opening to Western culture/technology without being the language of the former colonists of Morocco. Another lies in its vitality. English is the language of the most popular pop music, TV, and films (even though these are dubbed in French). Yet another is that English is seen as highly practical and useful in the modern Morocco. Still another is that it is taught in high schools in a much more interesting way than any other subject.

The reasons for the relatively up-to-date pedagogy of the high school EFL programs are several: One is that until 1984, when Arabization began in earnest, many relatively well-qualified U.S. and British English teachers were employed in the public high schools; another is that Ministry of Education, in developing its role as policy setter and

pedagogy monitor for the schools throughout the country, moved further away from French and closer to U.S. and British pedagogical influence, at least insofar as TEFL is concerned. Thanks to scholarships made available for graduate study in the U.S. and U.K., many new ideas about language teaching were brought back from abroad. This led to dissatisfaction with the texts that had been in use for some time and then to the creation of a commission to prepare a locally published series of EFL textbooks. The first title, *Steps to English*, for use in tenth grade, appeared in 1981. This was followed by books for the 11th and 12th grades. The commission is now in the process of replacing *Steps* with a new series, *English in Life*, the first level of which is in use at this time. Interesting enough, *Steps* is now being used by Morocco's southern neighbor, Mauritania.

❍ Qualifications/Requirements for Teaching

Most high school teachers in urban schools have a BA degree and many, a further teaching credential. In universities, nearly all teachers have MAs or PhDs.

❍ Nationality Restrictions

Since the early 1980s, there has been a strong Arabization/Moroccanization movement, which has made it virtually impossible for a non-Moroccan to get a job teaching English at either the secondary or the tertiary level. The sole exception to this is the Peace Corps, which, until recently, has had a significant input, particularly in high schools in rural settings.

❍ Class Sizes/Hours of Instruction

High school classes vary in size from 20 to 35. In the universities, classes can be as large as 80+ and as small as 20 students. Secondary school class schedules are complicated, with schools in session between 8 am-6:30 pm, Monday-Saturday, although children have only about 25 hours/week of class.

❍ Equipment/Library Facilities

Library and audiovisual equipment resources are scarce.

▼ **Private Sector Education**

❍ Employment

Employment opportunities for non-Moroccan EFL teachers exist primarily in the private sector. For the most part, the British-oriented establishments have tended to hire mainly speakers of British English, although it should be mentioned that the British Council in Rabat has recently employed its first full-time U.S. teacher. The American Language Centers (ALCs), on the other hand, employ U.S., Canadian, British, and other native speaker teachers as well as many well-qualified Moroccans.

With a total, nationwide enrollment of 10,000, the ALCs are by far the largest single organization teaching EFL in the country. At present there are ALCs in the following cities (listed by size, largest to smallest): Casablanca, Rabat, Tangier, Fez, Marrakech, Meknes, Mohammadia, Tetouan, and Kenitra, with a new Center in Agadir planned to open in September 1992. The ALCs, along with the American Bookstores in Rabat, Casablanca, and Marrakech, make up the American Cultural Association, a not-for-profit, binational association. Its roots go back to the founding of ALC Rabat in 1957.

In general, the ALCs (like most private schools) follow a trimestral system, corresponding roughly to the public school calendar. The main sessions are October-December, January-March, and April-June, with summer sessions in July, August, and September. In addition to their regular adult-ed programs, some Centers are involved in training candidates for graduate studies in the U.S. This training can be as intensive as 6 hours/day.

- Qualifications/Requirements for Teaching

The minimum qualification for prospective teachers is a BA or BS degree, which is required by the Ministry of Labor for a work permit. Experience and/or TEFL training are preferred but not absolutely necessary since most Centers provide some pre- and in-service training. Application for work papers is done by the ALC Central Office on behalf of the teacher.

- Pay Scales/Working Hours/Class Load

Pay scales vary from city to city but generally are at least adequate to afford the teacher a comfortable, though not luxurious, life. Among the benefits is a good medical insurance plan available to all full-time ALC employees at a nominal fee. Food is relatively inexpensive, fresh, and plentiful. Rents are moderate. Teachers should be clear that Morocco is not one of the gold mine countries where an EFL teacher can make a lot of money. On the other hand, it offers the richness of its culture, the beauty of its landscapes, and, for the teacher, students who are among the most enthusiastic language learners in the world.

The following is a list of the main private language schools that employ non-Moroccan EFL teachers:

American Language Center
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Rabat, Morocco
Tel. 212-776-7103 or 776-1269 or 776-6121
Fax 212-776-6255 or 776-7447

Note: *This is the central office of the ALCs around the country. The Rabat director, Gary Butzbach, will be happy to direct prospective teachers to Centers in other cities.*

British Council
36, Zankat Tanja
Rabat, Morocco
Tel. 212-776-0839
Fax 212-776-0850

International House
10, Ave. Armée Royale
Casablanca, Morocco
Tel. 212-226-8932

British Centre
3, rue Nolly
Casablanca, Morocco
Tel. 212-227-3190

English Institute
34, Ave. Lalla Yacout
Casablanca, Morocco
Tel. 212-226-9254

In addition to the above TEFL institutions, there are three U.S. curriculum schools in Morocco (Rabat, Casablanca, and Tangier). To a greater or lesser degree, these conduct ESL/EFL programs for those of their students who come from non-Anglophone families. The following are their addresses:

Rabat America School
B.P. 120
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Tel. 011-212-767-1476
Fax 011-212-767-0963

American School of Tangier
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Tangier, Morocco
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Casablanca American School
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Mozambique

by Edward Kemp

▼ **Official Language (s)**

The official language of Mozambique is Portuguese, and the strongest second language is Macoa. The language of instruction in schools is Portuguese.

▼ **Public Sector Education**

❍ Calendar/Class Schedule

Primary/secondary schools run from February through November. The calendar for tertiary institutions is August through June.

❍ EFL Situation/Programs

The English Department of the Ministry of Education determines curriculum as well as textbooks. English is compulsory for Grades 8-12. There is a good deal of opportunity/necessity for the use of English as it is a third language for many educated Mozambicans and a language of commerce.

❍ Qualifications/Requirements for Teaching

A 4-year English teaching degree is usually required.

❍ Nationality Restrictions

There are no nationality restrictions.

❍ Class Sizes/Hours of Instruction

Normal class size is 30-40, and there are 20 hours of instruction/week.

❍ Materials Used

There is no particular preference for either British or U.S. materials.

❍ Equipment/Library Facilities

Four institutions of higher learning in Maputo have libraries, with collections of books and cassettes. Nothing is available institutionally outside the capital.

❍ Pay Scales/Working Hours/Class Load

Pay scales are currently under negotiation. There are no differences in working conditions/pay for foreign teachers, although some foreign teachers at the tertiary level receive payment in hard currency.

❍ Problems/Issues of Concern

Concerns are lack of resources and of a professional association.

▼ **Private Sector Education**

❍ Employment

Some private schools offering English instruction have opened in Maputo in the last year, but no reliable data on them are available at this time.

Namibia

by George Wilcox

▼ **Official Language(s)**

The official language of Namibia is English. Afrikaans, German, and at least 11 local languages are strong second languages. Albeit the official language of the country and of instruction in the schools, it is estimated that only 5-7% of the population speak English well. The reality is that in many Black schools the L1 is used most of the time with only exams being required to be written in English.

▼ **Public Sector Education**

❍ Calendar/Class Schedule

The normal school year begins in February and ends in late November or December.

❍ EFL Program/Situation

The EFL situation is similar to what it is in South Africa (see the following profile), with many ministries being involved in education. In 1991, however, one Ministry of Education was created and is slowly defining itself and its role. English is now compulsory for everyone, from the fifth year of schooling on. However, during the transition period, because there are so few qualified speakers (let alone teachers) of English, this may be more de jure than de facto.

There is a fair amount of opportunity to use English outside the classroom in Windhoek and in government offices throughout the country. Signs, radio, and TV are all in English (as well as in other languages).

- ❍ Qualifications/Requirements for Teaching (see the profile on South Africa)
- ❍ Nationality Restrictions (see the profile on South Africa)
- ❍ Materials Used (see the profile on South Africa)
- ❍ Equipment/Library Facilities (see the profile on South Africa)
- ❍ Prevalent TEFL Methodology(ies)

The situation vis-à-vis methodology is much the same as in South Africa, only worse, except for the fact that sociopolitical change has already started in Namibia and it hasn't yet in South Africa.

- ❍ Pay Scales/Working Hours/Class Load

Benefits are generally the same as in South Africa, but pay scales may be a bit lower.

- ❍ Problems/Issues of Concern

An issue of concern is the frustration one has teaching in a country that has chosen English as its official language but that has so few people actually able to speak the language.

▼ **Private Sector Education**

- ❍ Employment

There are three nongovernmental programs employing ESOL teachers in Namibia:

1. The U.S. Peace Corps, with central offices in Washington, DC.
2. WorldTeach, a privately-funded, Peace Corps-type of organization with central offices at the Harvard Institute for International Development, Harvard University.
3. United Nations Volunteers, with headquarters in New York City.

Addresses for these programs can be found on pp. 141-143.

Sénégal

by Karen S. Milton

▼ Background

The Republic of Sénégal lies on the bulge of western Africa, bounded by the Atlantic Ocean, Mauritania, Mali, Guinea, and Guinea-Bissau. The Gambia penetrates more than 320 kilometers into Sénégal, which is about the size of South Dakota (196,840 KM2). The climate depends on the region of the country: Sahelian in the northern grasslands and tropical with heavier vegetation in the south and southeast.

▼ Official Language(s)

French is the official language. In addition, Wolof is spoken by virtually all Senegalese in the larger metropolitan centers. Pulaar, Serer, Diola, and Mandingo are other major ethnic languages.

▼ Public Sector Education

❍ Calendar/Class Schedule

The elementary and secondary year begins officially in early October. Depending on the institution, classes may actually start later because of administrative/logistical difficulties, lack of books, etc. The school year ends in mid-June, although examination prep classes (the final years of elementary, junior high, and senior high school) tend to go on until exam time in late June/early July.

❍ EFL Program/Situation

The program taught in public schools is developed at the Ministry of Education. A student in public school normally begins English either at the junior high (age 11-13) or senior high (age 16-17) school level, depending on whether s/he has chosen to take English as a first or a second foreign language. English seems to be a popular language to study, although, with the exception of a couple of English-language programs each week broadcast by the national radio station, there is little opportunity to use it outside the classroom.

❍ Qualifications/Requirements for Teaching

Employment in the public schools is restricted to Senegalese nationals.

A secondary school diploma (baccalaureate) is required to teach at junior high level, and 2 years' study beyond that for senior high school. An individual who is over-qualified for a position will be regarded as too expensive to hire under the current economic belt-tightening measures.

❍ Class Size/Hours of Instruction

Secondary school classes vary in size from 40 to 80 or larger. A teacher in a senior high school teaches 18 in-class hours per week, while at junior high level s/he would have 22 contact hours weekly.

- Materials Used

  Although a series entitled *English for French Speaking Africa* seems to be used in most classes, the National ELT Committee has an open-minded approach to the sort of materials used. However, getting materials into the hands of students poses a problem.

- Equipment/Library Facilities Available

  Recently schools were given a choice of acquiring either a photocopying or a mimeograph machine. Theoretically, all secondary schools now have either one or the other. Practical constraints such as lack of paper or ink may limit their use, however. Several senior high schools have good libraries with books donated from the U.S. or UK.

- Prevalent TEFL Methodology

  Until about 3 years ago, the audiolingual approach was the officially preferred method used in foreign language instruction. Since then the Ministry of Education has been promoting a more communicative approach, but it is taking time to modify well-entrenched habits.

- Pay Scales/Working Hours/Class Loads

  A public school teacher can earn a net monthly income of 100,000 francs, including retirement, health insurance, and a housing allowance. The top of the pay scale is roughly 280,000 francs net per month.

- Problems/Issue of Concern

  The main thrust of the Ministry of Education currently is professionally upgrading EFL teaching. Considering the lack of training required of teachers before they begin their jobs, it will take the cooperation of both the Ministry and the Association of English Teachers in order for this policy to succeed.

▼ Private Sector Education

Unlike the public sector, foreign nationals can teach in the private sector. The Ministry of Education has a Directorate of Private Education that ensures that private schools abide by Ministry directive; however, pay scales tend to be lower than in public schools.

In Dakar, private language schools seem to pop up like mushrooms, but the competition is fierce, so many do not last long. The two major EFL institutions for adults are the British Senegalese Institute (BSI), loosely associated with the British Council, and the American English Language Program (AELP), the direct English teaching component of the American Cultural Center. Both of these employ anglophone and Senegalese teachers on a part-time basis. At BSI, which has branches in other cities, foreigners are paid on an hourly basis. At AELP, which is based solely in Dakar, all teachers are paid on an hourly basis.

▼ Contact Information

British Senegalese Institute
American English Language Program
Dakar, Senegal

Many thanks to Aymerou MBaye from the Ministry of Education for his assistance in preparing this profile.

South Africa

by George Wilcox

▼ Official Language(s)

The official languages of South Africa are English and Afrikaans. Among the several strong second languages are Zulu, Xhosa, Sotho, and Pedi. While English and Afrikaans are officially the languages of instruction in schools, the reality is that in many Black schools the L1 is used 80% of the time with English/Afrikaans being required only for written exams. It is estimated that only about 12% of the population can speak English well.

▼ Public Sector Education

○ Calendar/Class Schedule

The normal school year runs from February through November or early December.

○ Other Language(s)

Only in certain parts of the country is English really a foreign language. In most parts of the country it is a second (or third, fourth, even fifth) language. However, even in many schools where it is officially designated as the medium of instruction, it is really a second language.

There are currently 18 or 19 different Ministries that have at least some say in education, but this should change slowly. In most cases the syllabus is set and texts are chosen by the ministry concerned. However, there seems to be some flexibility with regard to teaching methods, which may be "strongly suggested" by inspectors, subject advisors, and/or school principals.

English is compulsory, either as a second language (which for many Blacks means as a medium of instruction after the fourth grade) or truly as a subject area.

Opportunities to use English in daily life abound. Most signs are in English, and there is radio and TV in English, as well. Only in four or five large cities is English predominant, however.

○ Qualifications/Requirements for Teaching

Generally, for secondary-level positions, at least a BA degree in English or TESOL plus the equivalent of a diploma in education is required. For tertiary-level teaching, at least an MA in TESOL/Applied Linguistics is recommended.

○ Nationality Restrictions

Foreign teachers are required to have work permits and visas.

○ Class Sizes/Hours of Instruction

Classes are generally quite large in Black schools with an average of 46 students/class, but less in the universities and in White schools. Hours of class at the secondary level are 7 am – 2 pm, while in tertiary they can be any time of the day or evening.

Some private schools offering English instruction have opened in Maputo in the last year, but no reliable data on them are available at this time.

❍ Materials Used

Local and British teaching materials are available. Local materials are easily accessible; British materials are harder to come by; and U.S. ones nearly impossible to get, due to sanctions and the refusal of many U.S. publishers to sell to South Africa. Materials cost somewhat more than comparable ones would in the U.S.

❍ Equipment/Library Facilities

Many teachers at tertiary level have access to audiovisual technology and to older TESOL materials/references. As secondary level, especially in Black education, TESL/TEFL reference libraries and audiovisual materials are in short supply.

❍ Prevalent TEFL Methodology(ies)

In the past, emphasis has been on literature and grammar rather than on the use of communicative methodologies, although this is slowly changing. In practice, however, the changes are in the syllabus rather than in what the majority of teachers actually do or what they are evaluated on at the end of each year.

❍ Pay Scales/Working Hours/Class Load

Teachers teach from about 7 am to 1 or 2 pm and then are often expected to take part in after-school sports and extracurricular activities. By African standards, the pay is quite good, but not as high as many U.S. pay scales. There are generally no differences between local and non-South African teachers, and there are few benefits for non-South Africans. In exceptional cases, when the non-South African can make a case for being someone who will offer something unique to a program, exceptions to this rule have been made, and additional benefits have been offered. Generally speaking, a single teacher can live well on a South African public school teacher's pay.

❍ Problems/Issues of Concern

Issues of concern to teachers are basically the result of bureaucratic blockage brought about by older educational systems of authority and control. In many cases, one can get around this, but more often than not, a teacher must answer to authorities who know very little about second language teaching.

▼ **Private Sector Education**

❍ Employment

Because there are so many different Ministries of Education and so many different private groups involved in education in the country, it is better for individuals interested in TESOL in South Africa to contact the individual institution directly. This applies to qualifications and salaries as well as availability of work.

▼ **Contact Information:** (All addresses are in South Africa unless otherwise noted.)

South Africa TESOL (SATESOL)
Sibusiso S. Chonco
PO Box 721
Empageni 3880
South Africa
Tel. 27-351-964099
Fax 27-351-965414

▼ South African Tertiary Institutions

Johannesburg and Highveld Area

Soweto College of Education
PO Box 90064
Bertsham 2013

East Rand College of Education
Private Bag X52
Springs 1560

Molapo College of Education
PO Box 164
Florida 1710

Kathorus College of Education
Private Bag X4
Leondale 1424

Daveyton College of Education
Private Bag X05
Daveyton 1507

Northern Transvaal

Transvaal College of Education
Private Bag X11
Soshanguve 0152

College for Continuing Education
Private Bag X49
Shshanguve 0152

Technikon Northern Transvaal
Private Bag X49
Pretoria North 0116

Orange-Vaal Area

Sebokeng College of Education
PO Box 263005
Three Rivers 1935

Mphohadi College of Education
Private Bag X66
Kroonstad 9500

Orange Free State

Kagisanong College of Education
Private Bag X2523
Bloemfontein 9300

Cape Region

Cape College of Education
Private Bag X2041
Port Beaufort 5720

Phatsimang College of Education
Private Bag X5047
Kymberley 8300

Good Hope College of Education
PO Box 178
Khayelitsha 7784

Algoa College of Education
PO Box 14489
Sidwell
Port Elizabeth 6061

Natal

Indumiso College of Education
Private Bag X9077
Pietermaritzborg 3200

Non-Independent Homelands

Gazankulu Education Department

Giyani College of Education
Private Bag X578
Biuani 0826

Hoane College of Education
Private Bag X1024
Hazy View 1242

Tivumbeni College of Education
Private Bag 1420
Letaba 0870

Kangwane Education Department

EC Mango College of Education
Private Bag X1004
Kabokweni 1245

Mgwenya College of Education
Private Bag X1008
Kanyamazane 1214

Kwazulu Education Department

Amanzimtoti College of Education
Private Bag X20013
Amanzimtoti 4125

Appelbosch College of Education
Private Bag X202
Ozwatini 3476

Eshowe College of Education
Private Bag X503
Esowe 5815

Esikhawini College of Education
Private Bag x8520
Esikhawini 3887

Mpumalanga College of Education
Private Bag X1004
Bammarsdale 3700

Umlazi College for Further Education
Private Bag X08
Mobeni 4060

Kwa Ogikazi College of Education
Private Bag X6059
Nongoma 3950

Ntuzuma College of Education
Private Bag X02
Kwa Mashu 4360

Madadeni College of Education
Private Bag X1004
Hammarsdale 3700

Umlazi Inset College
Private Bag X05
Isipingo 4110

Umbumbulu College of Education
Private Bag 20012
Amanzimtoti 4125

Lebowa Education Department

Dr. C.N. Phatudi College of Education
Private Bag X1020
Burgersport 1150

Mapulaneng College of Education
Private Bag X458
Acornhoek 1360

Sekhukhune College of Education
PO Box X08
Apel 0739

Kwena Moloto College of Education
Private Bag X4015
Seshego 0742

Modjadji College of Education
Private Bag X746
Ga-Kgapane 0838

Setotolwane College of Education
Private Bag X7372
Pietersburg 0700

Mamokgalake Chuene College of Education
Private Bag X629
Groblersdal 0470

Mokopane College of Education
Private Bag X601
Mahwelereng 0626

Kwandebele Education Department

Ndebele College of Education
Private Bag X4011
Siyabuswa

QwaQwa Education Department

Boitjhorisong Inservice Training Centre
Private Bag X807
Witsieshoek 9870

Tshiya College of Education
Private Bag X809
Witsieshoek 9866

Bonamelo College of Education
Private Bag X08
Phuthaditjhaba 9866

Sefikeng College of Education
Private Bag X827
Witsieshoek 9870

Independent Homelands

Bophutwatswana

Hebron College of Education
Private Bag X1084
Garankuwa 0208

Taung College of Education
Private Bag X03
Pudimoe 6581

Moretele College of Education
Private Bag X376
Makapanstau 0404

Thlabane College of Education
Private Bag X2003
Thlabane 0305

Strydom College of Education
Private Bag X717
Selosesha 9785

Ciskei

Griffiths Mxenge College of Education
Private Bag X503
Zwelitsha 5608

Dr. W.B. Rubusana College of Education
Private Bag X140
Mdantsane 5219

Transkei

Arthur Tsengiwe Training College
Private Bag X327
Cala 5455

Bensonvale Training College
PO Bopx 6
Bensonvale 5562

Bethel Training College
Private Bag X3095
Butterworth 4960

Butterworth College of Education PO Box 311
Butterworth 4960

Clydesdale College of Education
Private Bag X541
Omzimkule

Masibulele College of Education
Private Bag X338
Whittlesea 5360

Shawbury Training College
Private Bag X1
Qumbu 5187

Cicera College of Education
private Bas X5034
Umtata 5100

Lumke College
PO Lady Prere 5410

Mfundisweni College of Education
PO Mfundisweni
Flagstaff 4810

Sigcaw Training College
Private Bag 514
Flagstaff 4810

Clarkebury Training College
PO Box 7
Clarkbury 5024

Maluti Training College
PO Box 87
Matatiele 4730

Mt. Arthur Training College
Private Bag X21122
Lady Prere 5410

Transkai College of Education
PO Umtata
Umtata

Venda

Makhado College of Education
Private Bag X1004
Dzanani

Venda College of Education
Private Bag X2269
Sibasa

Rammano Mbulaheni Training Centre
Private Bag 1303
Tshakhuma

Tshimani College of Education
Private Bag 1303
Tshakhuma

DEC Colleges of Education (House of Representatives)

Johannesburg Area

Rand College of Education
Private Bag X6
Langlaagte 2102

Natal

Bechet College of Education
PO Box 473621
Grayville, Durban 4023

Cape Province

Athlone College of Education
Sanddrift St.
Paarl 7646

Hewat College of Education
Kronboom Road
Crawford 7764

Perseverance College of Education
Private Bag X5027
Kimberley 8300

Upington College of Education
PO Box 1104
Upington 8800
Bellville College of Education
Private Bag X14
Kuilsriver 7580

Sohnge College of Education
Grey Street
Worcester 5850

The Sally Davies College of Ed. for Pre-Primary
Thornton Road
Crawford 7764

Dower College of Education
Private Bag 6059
Port Elizabeth 6000

Southern Cape College of Education
Private Bag 646
Oudtshoorn 6620

Wesley College of Education
Durham Avenue
Salt river 6620

DEC Colleges of Education (House of Delegates)

Transvaal

Transvaal College of Education
Private Bag X2
Laodium 0037

Natal

Springfield College of Education
Private Bag
Dormeton 4015

Universities in South Africa (Including Independent Homelands)

University of South Africa (UNISA)
PO Box 392
Pretoria 0001

(Correspondence University)

Rand Afrikaans University
PO Box 524
Johannesburg 2000

University of Cape Town
Private Bag
Rondebosch, Cape Town 7700

University of Natal (Durban)
King George V Street
Durban 4001

Univ. of the North (QwaQua)
Private Bag X13
Phuthaditjhaba 9866

University of Port Elizabeth
PO Box 1600
Port Elizabeth 6000

University of the Transkei
Private Bag X5092
,Umtata Transkei

University of the Witwatersrand
PO Wits
Johannesburg 2050

Medical University of S.A.
PO Medonsa
Pretoria 0204

Rhodes University
PO Box 94
Grahamstown 6140

University of Durban-Westville
Private Bag X54001
Durban 4000

Univ. of Natal (Pietermaritzburg)
PO Box 375
Pietermaritzburg 3200

Univ. of the Orange Free State
PO Box 339
Bloemfontein 9300

Univ. of Stellenbosch
Private Bag
Stellengosch 7600

University of Venda
Private Bag X2220
Sibasa, Venda

Univ. of Zululand
Private Bag X1001
Kwadlangezwa 3886

Potchefstroom University
Potchefstroom 2520

Univ. of Bophuthatswana
Private Bag X2046
Mafikeng 8670
Rep of Bophuthatswana

Univ. of Port Hare
Private Bag X1314
Alice, Ciskei

Univ. of the North (Pietersburg)
Private Bag X5090
Pietersburg 0700

Univ. of Pretoria
Brooklyn, Pretoria 0181

Univ. of Swaziland
Kwa-Luseni
Swaziland (not in South Africa)

Univ. of the Western Cape
Private Bag X17
Bellville 7535

Vista University (5 campuses)
Private Bag X634
Pretoria 0001

Alternative or Non-Governmental Organizations

ELTIC (English Language Teaching Information Centre)
PO Box 32398
Braamfontein 2017

(ELTIC is a resource center for ESL teachers and does not operate as any kind of employment agency. However, it might be able to provide information of nongovernment English teaching projects looking for staff. Please note that many community-based organizations need volunteer teachers and are unable to pay.)

South African Association of Independent Schools
PO 6541
Westgate 1734

Tunisia

by Andy Seymour

▼ Official Language(s)

Arabic is the official language of Tunisia. French is a strong second language. Both Arabic and French are languages of instruction in schools.

▼ Public Sector Education

❍ Calendar/Class Schedule

The school year runs from September to June.

❍ EFL Program/Situation

At primary and secondary levels, the Ministry of Education determines the English teaching program. In most state schools, English is compulsory during the 4th through 7th years of secondary school. However, there are a few schools where English is taught earlier.

There is very little opportunity to use the language outside the classroom. There is some chance for keen students in the Tunis area to do so, but away from the capital this is very difficult.

❍ Qualifications/Requirements for Teaching

In general, anybody with a degree in English can teach EFL. There is no real preservice teacher training and no requirement for any such training.

❍ Nationality Restrictions

There are no nationality restrictions. In general, native speakers of English would be welcomed, even without TEFL qualifications.

❍ Class Sizes/Hours of Instruction

Class sizes vary, but 30-35 students is normal. At the tertiary level, classes may be as small as 10 and as large as 55. Instruction normally takes place between 8 am and 6 pm, but sometimes may run later.

❍ Materials Used

Resources are scarce. The secondary school system has its own course, developed with U.S. and British help in the 1970s; this is now being revised or replaced. At the tertiary level, teachers set their own curriculum. The ESP project and the USIS Cultural Center help with resources, but away from the main cities of Tunis, Sfax, and Sousse/Monastir, there are few materials. Teachers photocopy anything they can get their hands on.

❍ Equipment/Library Facilities

In general, equipment and library facilities are poor.

❍ Prevalent TEFL Methodology(ies)

Many teachers of EFL are heavily influenced by text-based approaches to teaching. At the tertiary level, they tend to emphasize reading, but there is not much real teaching

even of reading skills. Teachers pay lip-service to various methodologies of the past 20 years but rarely put them into practice. The *explication de texte* method dominates.

❍ Pay Scales/Working Hours/Class Load

Pay is low and many teachers take on several different teaching jobs. At the tertiary level, teachers have 4-12 contact hours/week, depending on their status. Typically a teacher with 8-12 hours of teaching will go off and teach a similar number of hours elsewhere. Primary and secondary school teachers have far more hours, though many secondary teachers put in a few extra hours in a tertiary institute.

Non-Tunisians are in most ways treated the same as Tunisians, with the same delays in pay and other problems on arrival.

❍ Problems/Issues of Concern

Of concern to teachers are the low rates of pay and the need for better facilities. At the tertiary level, they need in-service training.

▼ **Private Sector Education**

❍ EFL Program/Situation

There are many private schools at both the primary and secondary levels, and some introduce EFL earlier than the 4th year of secondary school.

❍ Employment

Information can be obtained from the British Council or the American Cultural Center, or any of the institutions on the following pages.

▼ Key contacts for news/information through Tunisia ESP Project
(Addresses are in Tunisia unless otherwise noted)

Abdelmlak, Moktar
Head of English
Section d'Anglais
Ecole Nationale d'Ingenieurs
de Sfax (ENIS)
Route de la Soukra km.4
3038 Sfax

Ajroud, Habib
Head of English
Dept. d'Anglais
Faculté des Lettres
2010 La Manouba

Amorri, Abid
Head of English
Section d'Anglais
Ecole Nationale d'Ingenieurs
de Gabes (ENIG)
Gabes

Annabi, Bechir
Head of English
Banque Centrale de Tunisie
7 rue de la Monnaie
1001 Tunis

Thornton, Liz
Head of English
Dept. d'Anglais
Institute Bourguiba des
Langues Vivantes (IBLV)
47 Avenue de la Liberté
1002 Tunis Belvedere

Ayadi, Abdelmajid
Head of English
Faculté de Médecine
Université de Sfax
Sfax

Bahloul, Mongi
Head of English
Faculté des Sciences
Economiques et de Gestion
Route de l/Aerodrome
km.4.5
3028 Sfax

Bedoui, Nabil
Head of English
Section d'anglais
Faculté de Droit de Sousse
Cite Erriadh
4002 Sousse

Belgaroui, Kamal
Head of English
Dept. d'Anglais
Ecole Normale Supérieure
de Sousse
Ettafala 4000 Sousse

Benachour, Amel
Prof. d'Anglais
Institut Supérieur
d'Hotellerie et de Tourisme
(ISHT)
Sidi Dhrif, Sidi Bou Said

Ben Hamida, Khamais
Prof. d'Anglais
Dept. d'Anglais
Faculté des Lettres
2010 La Manouba

Ben Hamza, Kacem
Directeur
Institute Bourguiba des
Langues Vivantes (IBLV)
47 Avenue de la Liberté
1002 Tunis Belvedere

Berrejeb, Nefissa
Head of English
Institut de Presse et des
Sciences de l'Information
7 Impasse Bachrouch
Montfleury
Tunis

Boussofara, Naima
Head of English
Dept. des Langues
Ecole Supérieure de
Commerce
11 Rue Borj Bourguiba
Tunis

Bouaicha, Bechir
Head of English
Faculté des Sciences
Economiques et de Gestion
26 Rue Montevideo
2000 Le Bardo

Brahim, Mohammed
Head of English
I.P.E.I.N. Nabeul
PO Box 8
8030 Grombalia

Chouk, Dalenda
Head of English
Institute des Hautes Etudes
Commerciales (IHEC)
Université de Tunis III
Carthage Presidence

Guezguez, Salah
Secretaire General
Ecole des P.T.T.
Route de Raoued km.3,5
2069 Ariana Ecole

Hamli, Mohsen
Head of English
Dept. d'Anglais
Faculté des Lettres et des
Sciences Humaines
3100 Kairouan

Hammar, Mohammed
Dept. d'Anglais
Lycée Pilote d'Ariana
9 Rue Sidi Rassas
1006 Tunis

Hemissi, Hamouda
Prof. d'Anglais
Dept. de Geologie
Faculté des Sciences
Campus Universitaire
1060 Tunis

Jabeur, Mohammed
Dept. d'Anglais
Institute Bourguiba des Langues Vivantes (IBLV)
47 Avenue de la Liberté
1002 Tunis Belvedere

Jamel, Youssef
Head of English
Faculté des Lettres de Sousse
9 Avenue de la République
4022 Akouda

Kallel, Rafika
Prof. d'Anglais
Ecole Normale Supérieure de l'Enseignement Technique
5 Avenue Taha Hussein
1008 Tunis

Labadi Ayatollah
Chef de Section
Dept. d'Anglais
Institute Bourguiba des Langues Vivantes (IBLV)
47 Avenue de la Liberté
1002 Tunis

Maamouri, Mohammed
Prof. d'Anglais
Faculté des Lettres
2010 La Manouba

Maaref, Danielle
Prof. d'Anglais
Faculté des Sciences de Monastir
Route de Kairouan
5000 Monastir

M'Barek, Cherifa
Prof. d'Anglais, Academie Militaire
3 Rue Taha Hussein
2034 Ezzahra

Melki, Samja
Section d'Anglais
Ecole Superieure de Commerce
11 Rue Borj Bourguiba
Tunis

Neifar, Fathi
Prof. d'Anglais
Faculté des Lettres et des Sciences Humaines de Sfax
Route Menzel Chaker
3003 Sfax

Saadaoui, Bechir
Chef de Service de Scolarité
Faculte de Medecine de Sousse
Ibn El Jazzar
4002 Sousse

Slim, Anic
Head of English
Institut Supérieur de Gestion
42 Rue du ler Juin
1002 Tunis

Trebulsi, Hachmi
Head of English
Dept. d'Anglais
Faculté des Sciences Humaines
94 Bld du 9 avril 1938
Tunis

Zidi, Brita
Prof. d'Anglais
Ecole Nationale d'Ingenieurs de Tunis (ENIT)
Université de Tunis II
Campus Universitaire
Tunis

Zouaoui, Leila Knani
Chef de Service Langues
Tunis Air
Division Formation
Aeroport Tunis Carthage

Asia

Brunei

by Bob Clément

▼ Background

Negara Brunei Darussalam (Brunei, the Abode of Peace) is located on the northeast coast of the island of Borneo, facing the South China Sea. Physically divided into two noncontiguous parts by the Malaysian territory of Limbang, Brunei is a tiny country of about 6,000 square kilometers and 280,000 inhabitants. Bandar Sri Begawan, the capital, is located in the main section of Brunei, which is where most employment opportunities are found.

Brunei is ruled by Sultan Hassanal Bolkiah, an absolute but benevolent monarch. Malays, who are all Muslim, are the dominant ethnic group and occupy the majority of civil service positions. Other ethnic groups represented are Chinese, Dusun, Lun Bawang, Murat, and Iban. Adding to the racial mix in the country is a large foreign labor force drawn chiefly from its ASEAN neighbors: Philippines, Indonesia, Thailand, Malaysia, and Singapore.

The climate is equatorial with high humidity and an average daily high temperature of 34° C. Local foods include a wide variety of tropical fruits and greens, while the South China Sea provides an abundance of fresh seafood. Supermarkets in the capital carry a wide variety of Western food items.

▼ Official Language(s)

The official language of Brunei and the language of instruction in schools is standard Malay. The dialect commonly spoken by locals, however, is a mixture of Kedayan and Malay. Other languages commonly encountered include Dusun, Chinese, Lun Bawang, and Iban.

▼ Public Education

The main EFL employer is the Government of Brunei, by direct contract. The second is the Center for British Teachers (CfBT). A direct contract teacher with a PhD and substantial teaching experience may earn up to B$5,000 per month at the top end of the government pay scale, but there is considerable disparity in offers of employment, depending on the country of recruitment and the degree one holds. British degrees are preferred to others and attract the highest salaries. New Zealand, Australian, and Canadian qualifications are second, third and fourth preferences, respectively.

○ Calendar/Class Schedule

The school year runs from January to December. Currently during the first term, there is a 2–week holiday marking the month of Ramadan and a 10–day end-of-term holiday at the beginning of May. The second term holiday falls in the last 2 weeks of August,

and the third term holiday is the last three weeks of December. Primary schools are in session from 7:45 am to 12:30 pm, and secondary school classes meet from 7:30 am to 12:30 pm. A few colleges and the university have classes all day. The school week is Monday to Thursday and Saturday. Friday, the Muslim Sabbath, and Sunday are rest days.

- Level of Compulsory English

  English is introduced as a subject beginning in the 1st year of primary school. Under the government's bilingual education policy, English is supposed to be the language of instruction in primary Grades 4, 5 and 6, and again in secondary school levels 1-6, for all subjects, with the exception of Malay Language and Islamic Religious Knowledge. In practice, however, many teachers at both primary and secondary levels use Malay in their classes.

- Use of English Outside the Classroom

  Use of English outside the classroom is generally restricted to the educated elite. U.S. and British language television programs are telecast in English with subtitles in Malay.

- Qualifications/Requirements for Teaching

  For almost all jobs the minimum requirements are a BA degree and 5 years' teaching experience. Those with lesser qualifications may be considered but will start at a lower salary.

- Nationality Restriction

  A major obstacle for U.S. EFL teachers is the lack of recognition of U.S. qualifications. U.S. qualifications are not well known, so applications are considered on a case-by-case basis. The Brunei government does not advertise vacancies in the U.S., and there are no Americans teaching in local schools at present although there have been in the past. There is a preference for hiring British nationals, although recently Australians and Canadians have been recruited.

- Materials Used

  There is a decided preference for British English, and British spelling and vocabulary are viewed as more "correct" than other versions. Texts are vetted by Ministry of Education officials to ensure they are in keeping with the national policy of *Melayu Islam Beraja* (MIB—see below). CfBT is responsible for the production of new EFL textbooks at secondary level. CfBT also provides contract teachers in primary schools with materials support.

- Prevelant TEFL Methodology(ies)

  The Ministry of Education has determined what the EFL syllabus should be and how it should be taught. Texts at the primary level date from the 1970s and are largely discarded by teachers. An experimental reading program, Reading English for Language Acquisition, has been adapted from a similar program in Singapore. This is slowly being integrated into the national curriculum, beginning at elementary levels. At the junior high level a new series of texts, which has been specifically written for Brunei Darussalam with the MIB concept in mind, is being introduced on a year-by-year basis.

❍ Pay Scales/Benefits

Salary differences between expatriate and local staff are not pronounced at the secondary level, where the more educated Bruneians teach. However, at primary level, differences are marked, and this often leads to resentment and envy. Typically a Bruneian primary teacher has a teacher's certificate and may earn B$1,000-B$1,500, whereas his expatriate conterpart with an honors degree, a postgraduate diploma in education, and at least 3 years' experience may earn more than double this amount.

CfBT employees are supplied as teachers to the Brunei Ministry of Education. Salaries are comparable with those of direct hires, except there are fewer perks. A big "plus," however, is that CfBT employees do not have to contend with the myriad difficulties that confront direct contract teachers, including arranging suitable housing, visas, work papers, etc. CfBT employees are also exempt from the contractual restrictions that prevent many direct contract people from leaving Brunei during holidays. While direct contract teachers enjoy more financial advantages, CfBT people appear to be satisfied with their less stressful lot.

❍ Class Loads/Teaching Schedules

Working hours in mosts school are from 7:15 am to 12:30 pm. A few schools have afternoon sessions that run from 12:30 to 5:30 pm, but these sessions are being phased out. An EFL teacher will usualy teach up to three classes. This will mean 21-24 35-minute periods per week in the secondary system or 27-30 30-minute periods in the primary system. Where there are staff shortages, classes are generally large and teaching loads heavy.

❍ Problems/Issues of Concern

The national philosophy of *Melayu Islam Beraja* (MIB) translates as "Malay, Muslim, Monarchy" and governs daily life. Brunei has a dual system of civil and Islamic courts. However, Bruneians practice a moderate form of Islam, and offenders under Islamic law are not subject to the severe penalties associated with some Islamic countries. Romantic liaisons between Muslims and nonMuslims, as well as between unmarried Muslims, are offenses under Islamic law and can lead to penalties of fines and jail terms. Although seldom enforced, there is a mandatory death penalty for trafficking in drugs and for possession of firearms. Alcohol is not sold in public, although non-Muslims are permitted to import a certain amount of spirits and beer for personal consumption. This encourages frequent visits to nearby Malaysian towns.

The lack of a long vacation in the public school calendar has meant that a number of expatriate teachers have chosen not to renew their contracts.

▼ Contact information

Ministry of Education
Education Services
Bandar Seri Bagawan
L2 Desa Complex
Brunei Darussalam
Spg. 6, Jalan Gadong
Bandar Seri Bagawan
Brunei Darussalam

Hong Kong

by Nigel J. Bruce

▼ Official Language(s)

English and Chinese are official languages. Ninety percent of secondary and virtually all tertiary education uses English as the medium of instruction. The exception to this is the Chinese University of Hong Kong, which nevertheless requires that many of its exams be taken in English. There is a sizable Institute of Language in Education (ILE), which is the main teacher-training establishment

Which language to use as the medium of instruction is a hot issue in Hong Kong education at this time, and this is a vibrant EFL community. Jack Richards, Head of the Department of English, City Polytechnic of Hong Kong, is currently the leading EFL figure working in the country.

▼ Public Sector Education

❍ Calendar/Class Schedule

The school calendar is divided into two parts: September-December and January-June.

❍ EFL Program/Situation

The Department of Education and Hong Kong Exams Authority are responsible for Education in the country, but texts are chosen by panels of English teachers working in the schools themselves.

❍ English Compulsory Levels

English is a compulsory subject, even after the Certificate of Education exams (taken when the students are 15 or 16) and a pass in the special "Use of English" exam is prerequisite for entry into tertiary education. At university level, while policies vary between institutions, students generally have to satisfy their departments that they need no further instruction in English. Internal assessment tests or the Use of English grade is used for this purpose.

Opportunities for using English outside the classroom are relatively great, with much of the business and civil service activity using that language. Until 1997, Hong Kong is still a British Colony, so official business is conducted in English as well, and parents want their children educated in English to assure them of better job prospects either in Hong Kong or abroad after emigration.

❍ Qualifications/Requirements for Teaching

Qualifications required for employment teaching EFL vary according to level and conditions offered. Normally, primary and secondary posts are "local," with a decreasing number of posts on foreign-hire terms (i.e., with housing, travel and education allowances, etc.). The Ministry of Education requires a degree from an accredited university and, preferably, a postgraduate teaching certificate. The teacher-training institutions offer a number of ex-pat appointments. These, like other tertiary English departments and Language Centres, require a postgraduate qualification in ESL/EFL or applied linguistics. There are presently openings at Lecturer, Senior Lecturer, and Reader level for MA-holders with long experience or PhD-holders.

❍ Nationality Restrictions

At present there are no overt nationality restrictions, it being through lack of accreditation of their universities that many nationalities are excluded. Generally speaking, local candidates will be preferred when the foreign candidate for a job is not a native or near-native speaker of English.

❍ Class Size/Hours of Instruction

Class size varies anywhere between 30-45 in lower and middle secondary, 20-35 in 6th form ("A" levels, roughly equivalent to a "13th" grade in the U.S. system), and 12-25 in tertiary level.

❍ Materials Used

There is a wide range of TEFL materials available. The public schools have their own syllabus and a strong locally oriented specialist book market has developed. Four or five publishers compete to provide schools with a range of EFL text series, covering the whole secondary sector. Jack Richards' *Focus* series has made big inroads into this market. Tertiary education is not targeted by publishers, as ESP teachers tend to develop their own, highly specialized materials.

❍ Equipment/Library Facilities

Professional growth opportunities for teachers are developing. There is a strengthening program for teacher updating and recycling that is run by the ILE. There is also an active professional association (SETA) that provides talks, seminars, etc. Two annual conferences cater for the whole spectrum of TEFL: Educational Research Association of Hong Kong and the International Conference of the ILE.

❍ Prevalent TEFL Methodology(ies)

It is difficult to generalize about which methodologies are prevalent in TEFL. The "communicative" approach has been in use for a decade. The syllabus for the Use of English exam is now targeting more work-oriented skills, taking a more functional, task-oriented emphasis, and simulating real world situations. A speaking component is being introduced, so the four skills will be receiving more balanced treatment. At this point reading and writing are still generally considered of prime importance and are what local teachers are generally most comfortable teaching.

❍ Pay Scales/Working Hours/Class Load

In terms of pay and conditions of employment, the example of Hong Kong University Language Centre (not atypical of tertiary and teacher-training institutions in this regard) will give readers an idea of what they might expect. Instructorships pay HK$20,000-40,000/month, depending on qualifications, and senior and principal instructorships also include ex-pat benefit (housing, education, etc.). Class loads range from 12-24 contact hours/week, with tutorials extra.

❍ Problems/Issues of Concern

Of concern to teachers, particularly foreign hires, is the coming of 1997 and the extent of the changes this will bring about.

▼ **Private Sector Education**

❍ Qualifications/Conditions of Employment

The range of qualifications and conditions of employment is very broad. Qualifications can be as little as a high school diploma, depending on how desperate companies are, what is available when jobs come up, and the number of hours being required of the teacher. This bottom end of the market includes private language schools, which often combine secretarial and computing courses with language instruction. There are also private language schools of a high degree of integrity (e.g., British Council). At the more remunerative end of the scale, there are a few TEFL/TESL posts in private secondary schools and the American International School that provide excellent pay, housing, and good career opportunities.

❍ Telephone/Fax Numbers of Interest

British Council	852-831-5138 (Tel.)
Chinese University of Hong Kong	852-603-5544 (Fax)
City Polytechnic of Hong Kong	852-788-1167 (Fax)
Hong Kong Baptist College	852-338-9987 (Fax)
Hong Kong Polytechnic	852-764-3374 (Fax)
Hong Kong University of Science & Technology Language Centre	852-358-1439 (Fax)
University of Hong Kong Language Centre	852-548-0487 (Fax)

India

by Danny Lubovich

▼ **Official Language(s)**

The official languages of India are primarily Hindi and English with local languages as well. English is the primary second language all around the country. Instruction in schools takes place in English as well as Hindi and other local languages.

▼ **Public Sector Education**

❍ Calendar/Class Schedule

The school year begins in July and continues through late March or early April.

❍ EFL Program/Situation

The Department of Education or the Ministry of Human Resources and Development is responsible for the public schools. Generally speaking, English is compulsory from Grade 5 through university, with some regional variations.

There is plenty of opportunity to use English outside the classroom in that the language is used throughout the country as a unifying strategy.

❍ Qualifications/Requirements for Teaching

Normally college/university degrees are required for employment, with preference given to MAs and PhDs.

❍ Nationality Restrictions

In general, the Indians like to rely on Indians and have plenty of well-qualified teachers.

❍ Class Sizes/Hours of Instruction

Classes average 30-50 pupils and generally last 1 hour.

❍ Materials used

Locally produced teaching materials predominate, although some are imported from Singapore, the U.K., and the U.S. There is no strong preference for any particular "brand" of English, although the British variety prevails.

❍ Equipment/Library Facilities

The availability of equipment and library facilities depends on the institution, and ranges from poor to excellent.

❍ Prevelent TEFL Methodology(ies)

The lecture/literature method predominates with grammar/translation and structural approaches also common.

❍ Pay Scales/Working Hours/Class Load

Pay scales have improved recently, making teaching more attractive than the civil service in some instances. Though pay/benefits vary from institution to institution, there is no difference made between local and ex-pat teachers. Because of the abundance of qualified Indian teachers, there are few non-Indian ones.

▼ **Private Sector Education**

❍ Employment

The Indian Embassy indicates that individuals should correspond directly with institutions they are interested in. Given the size of the country and its educational establishment, a list of private schools, even by province, is not practicable.

Indonesia

by George E. Scholz

▼ Background/Overview

The Republic of Indonesia, comprising the world's largest island group with a land mass roughly that of Mexico, is located in Southeast Asia on an archipelago of nearly 14,000 islands, of which about 6,000 are inhabited, and the largest of which are Sumatra, Java, and Kalimantan (2/3 of Borneo Island). The climate is a hot, humid, equatorial one, with rain falling mostly during December to March. Although the economy is mainly agrarian with rice the most important crop, oil, natural gas, and petroleum products from Borneo and Sumatra account for nearly 60% of national income.

With over 180,000,000 inhabitants, Indonesia is the world's fourth most populous nation. The main cities are Jakarta (population: 8 million), Surabaya (population: 2.5 million), Medan (population: 2.2 million), and Bandung (population: 1.7 million). Approximately 70% of the population is rural, and 64% is crowded onto the island of Java.

Indonesia has one of the most ethnically diverse populations in the world, with more than 300 distinct groups represented. The largest is Javanese (40-50% of total). Islam is the dominant religion.

▼ Official Language(s)

The official language is Bahasa Indonesian, which evolved from Pasar Malay, a dialect widely spoken on Sumatra and used by traders in the islands. In addition, there are about 25 other languages, mostly of Malayo-Polynesian origin, and 200 dialects spoken. English and Dutch are the leading foreign languages.

▼ Public Education

Education is controlled by the Ministry of Education and Culture. Nine years of primary education are compulsory, and these are followed by 3 years of secondary school. The adult population is about 62% literate, which reflects the attention the government has paid to education, but the dropout rate in high school, particularly in rural areas, is high. Each province has a university and there are several hundred teacher training institutes and private colleges.

○ Use of English Outside the Classroom

English is spoken relatively widely around Indonesia, and there are three English language daily newspapers: *The Indonesian Times*, *The Indonesian Observer* and *The Jakarta Post*.

○ Pay Scales/Benefits

Qualified teachers take home about $750 per month after taxes.

○ Problems/Issues of Concern

While the pay appears relatively high at first, when the cost of housing (a 2-bedroom apartment with air conditioning in the middle of Jakarta runs $800-850 per month) is factored in, it does not seem so attractive.

Another important concern is obtaining an employment visa, which can take 2–4 months to process and which can only come through a school's applying for it. Some people work illegally on a 2-month tourist visa, which can be renewed by leaving the country.

▼ Private Sector Education

Many of the above points apply to the private sector. North American and Australian teachers are prevalent. To meet the rapidly increasing demand for English, hundreds of private language schools have sprung up, particularly in Jakarta. Unqualified people can secure employment, but qualified teachers are much more highly paid. Business English is much in demand. Salaries range between $900 and $1,700 per month.

The following are contacts for programs that hire EFL teachers. Most take care of such things as tax liabilities and securing work papers:

George B. Whitfield, III, Director of Studies
American Language Training
Jl. R.S. Fatmawati, NB 42A
Jakarta 12430, Indonesia
Tel. 62-21-769-1001

Prefer MA in ES/FL & 3 years experience
2,500 students, 70 teachers (30 Anglophones)

Bali International School
Principal
Banjar Taman Sari
Sanur, Bali, Indonesia
Tel./Fax 62-361-88770

Bandung International School
Principal
Jl. Drg. Suria Sumantri
Bandung, West Java, Indonesia
Tel./Fax 62-22-212688

Program Coordinator
British Council Language Center
S. Widjojo Centre
Jl. Jenderal Sudirman 71
Jakarta Selatan 12190, Indonesia
Tel. 62-21-520-6222 or 62-21-522-3250/Fax 62-21-522-3106

Gary T. O'Neill, Director of Studies
The British Institute
Jl. Martadinata, 63
Bandung 40115, Indonesia
Tel 62-22-446-676/Fax 62-22-441-465

Minimum: BA/S + TEFL qualification & 1 year overseas experience
Prefer MA-TEFL or RSA Diploma & 2 years overseas experience
660 students, 15 Anglophone teachers

Alan Myers
The British Institute
Jl. Rasuna Said
Jakarta 12920, Indonesia
Tel. 62-21-516-750/Fax 62-21-520-7574

Minimum: Same as in Bandung
700 students, 18 Anglophone teachers

Susan A. Scherer
ELS International
Jl. Wijaya IX/21
Kebayoran Baru
Jakarta, Indonesia
Tel. 62-21-720-9748 or 62-21-720-9749/Fax 62-21-720-9750

Minimum: BA, prefer MA-TEFL or RSA Diploma & Asian teaching experience
750 Students, 20 teachers (18 Anglophones)

Philip Pinsent, Director of Courses
English Education Center
Jl. Let. Jend. S. Parman, 66
SLIPI
Jakarta 11410, Indonesia
Tel. 62-21-567-1144/Fax 62-21-548-6297

Minimum: BA +TEFL Certificate & 2 years experience
Prefer MA-TEFL or RSA Diploma
1,500 students, 34 teachers (all Anglophones)

English Language Training International
Program Coordinator
Complex Wijaya Grand Center
Bloc F 83 A, 84 A & B
Jl. Wijaya II
Jakarta Selatan 12160, Indonesia
Tel. 62-21-720-2957 or 62-21-720-6653/Fax 62-21-720-6654

Ted Thornton, Director of Studies
Executive English Programs
Jl. Wijaya VII/4
Jakarta Selatan 12160, Indonesia
Tel. 62-21-722-0812 or 62-21-720-8864/Fax 62-21-720-1896

Jakarta & Bandung
Minimum: BA + TEFL Certificate & 1-2 years experience
1,000 students in 3 centers, all teachers native speakers

Denise Finney, Assistant Manager
IALF-Bali Language Center
Jl. Kaptan Agung 19
Denpasar, Bali 50232, Indonesia
Tel. 62-361-25243/Fax 62-361-24099

Minimum: MA-TEF/SL or RSA Diploma & 3-5 years teaching experience

Richard Howells, Manager
IALF-Jakarta Language Center
Jl. Hr. Rasuna Said, KAV C-6
Kuningan, Jakarta 12940
Indonesia
Tel. 62-21-521-3350/Fax 62-21-521-3349

Minimum: Same as in Bali

Dr. E. V. Surardjo or Dr. J. S. Marsudi
Intensive English Course Jl.
Jatinegara Barat 187
Jakarta 13310, Indonesia
Tel. 62-21-819-3656 or 62-21-819-1161/Fax 62-21-819-1161

Minimum: BA with TEFL training/certificate
23,000 students throughout Indonesia, 100 full & 150 part-time teachers

Dr. Budi Martono
Jl. K. S. Tubun, Nß 14
Jakarta 10260, Indonesia
Tel. 62-21-570-8220 or 62-21-570-8223/Fax 62-21-570-8227

Minimum: BA & 1-2 years experience
5,500 students at 4 ILP centers, 80 teachers (30 Anglophones)

Jakarta International School
Headmaster
Jl. Terogong Raya 33
Cilandak, Jakarta 12430, Indonesia
Tel. 62-21-769-2555/Fax 62-21-769-7852

Medan International School
Principal
P.O. Box 191
Medan, North Sumatera, Indonesia
Tel. 62-61-27099/Fax 62-61-530662

North Jakarta International School
Headmaster
Jl. Raya Kelapa Nias
Kelapa Gading Permai
Jakarta Utara 14250, Indonesia
Tel. 62-21-450-0683/Fax 62-21-450-0682

Dr. Polin L. R. Pospos or Mr. Said H. Rachman
PPIA-Medan
P.O. Box 1883
Medan, Sumatera, Indonesia
Tel. 62-61-537150/Fax 62-61-537140

PPIA, Jakarta
Perhimpunan Persahabatan Indonesia Amerika
Jl. Pramuka 30
Jakarta 13120, Indonesia
Tel. 62-21-850-0536 or 62-21-858-2464/Fax 62-21-850-6185

Perhimpunan Persahabatan Indonesia Amerika
Jl. Dharma Husada Indah Barat I NB 3
Surabaya, East Java, Indonesia
Tel. 62-31-66750

Minimum: BA or Diploma in TEF/SL
Prefer MA-TEF/SL & 2-5 years experience in teacher training
3,700 students, 44 teachers (3 Anglophones)

Andrew Budiyanto, Director of Studies
School for International Training
Jl. Sunda 3
Menteng-Jakarta Pusat, Indonesia
Tel. 62-21-390-6920/Fax 62-21-335-671

Minimum: BA in English & 2 years experience
800 students, 55 teachers (25 Anglophones)

Surabaya International School
Headmaster Surabaya International School
Jl. Kupang Indah IX/17
Surabaya, East Java, Indonesia
Tel. 62-31-714583/Fax 62-31-712544

Marcus J. Daely
UNTAG - Fakultas Sastra
Jl. Semolowaru 45
Surabaya 60119, Indonesia
Tel. 62-31-578-755

Minimum: MA-TEFL
Prefer PhD in Applied Linguistics or TEFL & teaching experience
380 students, 15 full-time & 18 part-time teachers

Japan

by Rand Uehara

▼ Background

The island nation of Japan, comprising some 3,600 islands, lies off the east coast of Asia. It consists of four main islands. From northeast to southwest these are Hokkaido, Honshu, Shikok, and Kyushu. Honshu is the principal island and houses the capital, Tokyo, other major cities, and the industrial area. The total area of Japan is 145,747 square miles, or 12,946 square miles less than the state of California. The population is about 120 million.

❍ Compulsory Education Levels

Compulsory education in Japan includes 6 years of elementary and 3 years of junior high school. Beyond that, senior high school runs for 3 and college for 4 years. Compulsory school attendance rate is nearly 100%, with 93% of boys and 96% of girls proceeding to senior high, and 30% of men and 43% of women going on to 4-year universities or 2-year junior colleges.

❍ Government

Japan has a parliamentary government similar to Great Britain's, although this political system, having been created at the end of World War II, is only four decades old. Japan is the only country in the world whose constitution specifically renounces war.

❍ Economic Situation

The incredible economic development of postwar Japan has brought challenges and has had consequences in every area of life: a shift from agriculture to service industries, rising commodity process, changing roles and expectations for its citizens, urban overpopulation, rising wages, an influx of non-Japanese workers, etc. Japan is now a key player on the international economic and political scene and promises to be so for many years to come.

▼ **Official Language(s)**

Japan is a homogeneous country with only a small foreign population. Thus, Japanese is the sole official language.

❍ Other Language(s)

English is by far the most commonly studied second language. Most Japanese now receive 6 years of English instruction by the time they graduate from high school. It is important to note that rigorous examinations in English are prerequisites for admission to prestigious senior high schools and universities. Indeed, success in these exams is extremely important in that a child's future depends almost exclusively on the university he or she graduates from. Hence, it is not surprising that studying English is so widespread.

In tertiary institutions, English is the most commonly studied foreign language. However, at this level, with one's future generally already determined by the prestige of one's university, the pressure is no longer as intense as before. Once a student has secured a place in a university, he or she is finally able to relax and play, and club activities are often regarded as more important than studying.

▼ **Public Sector Education**

❍ Primary and Secondary Education

It is extremely rare for a non-Japanese to teach in a public primary or secondary school. There is one exception to this general rule, however. The Ministry of Education has been subsidizing a nationwide program called the Japan Exchange and Teaching Program (JET), which hires approximately 3,000 teachers per year, predominantly North Americans. Therefore, the information that follows is written with Assistant English Teachers (AETs) in mind.

❍ Calendar/Class Schedule

For public schools, the academic year is divided into three parts: April-July, September-December, and January-March. The school day is usually from 8:30 am to 3 pm, and classes are generally 50 minutes long.

❍ Materials Used

The Ministry of Education initially receives and screens textbooks from publishers and passes on those deemed acceptable to district textbook committees, which, in turn, select series that all the schools in the district adopt. The chosen series is used for a few years, until the next review/selection procedure. Formal English instruction generally begins in seventh grade. The Ministry does not count English as a compulsory subject. However, as stated earlier, since admission to the "right" senior high school and university depends on passing an arduous entrance examination that contains an English language component, English teaching is a serious matter.

Generally speaking, in junior/senior high schools, 2.5 hours/week are devoted to English, with 50-minute classes of 30-35 students being the norm. Senior high entrance exams focus on problems in grammar, vocabulary, reading comprehension, and translation. Not surprisingly, the content of English classes is shaped by these examinations. Moreover, because there is so much material to cover and the stakes are

so high, many Japanese teachers of English feel that there is little time for communicative activities. Students are, instead, given steady doses of translation exercises and mechanical grammar drills. While TEFL materials are generally easy to find in large cities, they are often scarce in smaller towns. Availability and cost of materials are rarely a problem. Time, however, is, and activities and texts that are not clearly oriented toward the entrance exams are regarded as extraneous. Language laboratories are rarely found in public schools.

❍ English Use Outside the Classroom

Another factor that makes learning English more difficult is the limited opportunity for using the language for practical purposes. Unlike in Europe, where multilingual speakers are commonplace, there is little chance for Japanese students to use their English outside the classroom. While it is true that the number of native English speakers is growing, contact with such people is usually confined to a brief greeting.

❍ Qualifications/Requirements for Teaching

The minimum qualification for AETs is a BA, and the majority are recent college graduates. Although a background in education is helpful, having a degree in a field as far removed from TEFL as chemical engineering is generally not a handicap.

❍ Nationality Restrictions

Although there are no official nationality restrictions, the vast majority of AETs are Caucasians.

❍ Pay Scales/Working Hours/Class Load

Contracts for AETs are for 1 year, renewable, beginning in August. The salary is approximately ¥300,000/year ($2,308 at $1=¥130), and there are no bonuses. Free round-trip transportation and subsidized health and travel insurance are provided. AETs are entitled to 20 vacation days/year. Housing is subsidized in some cases, depending on the prefecture to which one is assigned. The work week is Monday-Friday, 8:30 am-5 pm.

❍ Problems/Issues of Concern

- Initiating change in materials/methods may be difficult due to concentration on exams.
- AETs should be careful not to violate social codes, particularly by telling the Japanese teacher what to do.
- There is usually little time for accommodating various learning styles.
- There is great importance attached to grammatical accuracy and to there being one "correct" answer. Thus, activities that may be spontaneous and communicative may be discouraged or viewed in a negative light.
- Very often approved textbooks form the syllabus for the course, and lessons rarely deviate from the syllabus/book.
- In prefectures where there are few AETs, one may be required to visit a large number of schools, thus limiting influence to a single visit or to a few visits over the period of a year.
- Considering the pressure that students are under from family/school to pass English exams and the emphasis on memorization/translation, it is not surprising that many

students do not find English an "interesting" subject.

- In rural areas where non-Japanese are rarely encountered, an AET may be the center of attention. This, of course, has both positive and negative aspects.
- AETs may indicate where they prefer to work, but the final decision will be made by the Ministry.

▼ **National Universities**

❍ Calendar/Class Schedule

The normal school year is divided into two semesters: April-September (with a summer break during part of July and August) and September-February. Classes are usually 100 minutes, once a week. A challenge for many teachers is the large class size, typically 30-60 students.

❍ Materials Used

The Ministry of Education is not involved in screening textbooks. Issues related to texts/methodology are largely in the domain of language program directors or teachers. A wide variety of TEFL materials can easily be found in large cities, and such materials are rarely beyond the budget of language programs. At the moment, there appears to be a preference for U.S. materials.

❍ Qualifications/Requirements for Teaching

Generally speaking, the minimum requirement for employment at a national university is an MA in TEFL/TESL or Linguistics, but some universities will consider degrees in other fields (e.g., communications, literature). Competition has in recent years become quite keen, so experience is now more important than ever.

❍ Prevalent TEFL Methodology(ies)

While a communicative perspective is prevalent among university teachers, using communicative activities is challenging with classes of such a large size. Teachers commonly select what they believe to be appropriate texts, which then usually form the core of the course. Thus, it is not surprising that the textbook industry in Japan is very big business. Nevertheless, there are many teachers who attempt to go beyond the text; and the freedom to choose one's materials and methodology is generally limited only by the nature of the program and/or the program director. Teachers can expect to find a language lab, cassette tapes, and video players. Libraries do not generally have extensive stacks of TEFL/TESL books.

❍ Pay Scales/Working Hours/Class Load

Salaries depend on age, degrees/training, experience, and, in some cases, publications. A 30-year-old EFL teacher with an MA and 2 years' experience may expect to earn approximately ¥6,000,000/year ($46,154 at $1=¥130). Subsidized housing and round-trip airfare are usually provided. In additional to national holidays, teachers may expect 4 weeks of vacation time/year. In practice, however, many teachers manage to take as much as 3 months of vacation/year, if this can be justified as a research trip.

Teachers are usually asked to teach 5-6 classes/week. While it is not necessary to be on campus from 8 am to 5 pm every day and until noon on Saturdays, there is pressure to do so, particularly among smaller universities in rural areas. Other obligations may

include one or more of the following: attending faculty meetings, assisting with English club activities, and editing Japanese colleagues' papers.

❍ Problems/Issues of Concern

- Classes are generally large and meet only once a week.
- Japanese students are generally reticent.
- It is important to understand that university students, after years of extremely hard work, finally have a chance to relax and play.
- If one is asked to edit a fellow professor's paper, it is appropriate to expect payment for this service.
- A list of publications is considered very important when applying for a university position.
- The ability to communicate in Japanese is highly desirable.
- Your curriculum vitae should be concise and specific. Avoid unaccountable gaps in your work experience and do not include your career objectives.

▼ Private Sector Education

❍ Primary and Secondary Schools

Private schools, while under the jurisdiction of the Ministry of Education, are really the concern of the governor's office. Because there is no agency that oversees the teaching of TEFL/TESL, the English curriculum can be designed and textbooks chosen by teachers and program administrators. Unlike public schools, U.S. nationals are often on the faculties. Work conditions, requirements, salaries, and other factors vary widely.

❍ Universities

Working at a private university is very similar to working at a national university, although salaries tend to be slightly higher in the private sector.

❍ U.S. Universities

A growing number of U.S. universities are opening branches in Japan. While it is difficult to make generalizations about such an array of programs, it is possible to compare them to national universities. In the U.S. programs, the teaching load is usually heavier, salaries are based on the home campus pay scale with a few extras, housing is larger and more comfortable, airfare and shipping payments are more generous, and a teacher's position is far less secure (because it depends on student enrollment).

▼ Contact Information

❍ The Japan Association of Language Teachers (JALT)

JALT is an affiliate of TESOL and is the most useful organization for English teachers in Japan. Membership includes a subscription to the monthly magazine *The Language Teacher* and the *JALT Journal*. In addition to articles, interviews, reviews, advertisements, chapter announcements, and letters, *The Language Teacher* includes a job announcement section. Overseas membership in JALT is ¥7,000/year. Surface mail surcharge for publications is ¥1,800/year; airmail surcharge (for North America) is ¥5,000.

Contact address:
JALT Central Office
Glorious Tokyo #301
2-32-10 Nishi-Nippori
Arakawa-ku,
Tokyo 116, Japan
Tel. 81-03-3802-7121,
Fax 81-03-3802-7122

❍ Japan Exchange and Teaching (JET) Program

Contact address:
JET Program Office
Embassy of Japan
2520 Massachusetts Ave., N.W.
Washington, DC 20008
Tel. 202-939-6700

Note: The schools listed below are not currently advertising for positions, but they may provide useful leads.

▼ Private Primary and Secondary Schools

- Fukuoka International School
  1-28 Maidashi 4-chome
  Higashi-ku
  Fukuoka 812
  Tel. 81-92-641-0326
- Hiroshima International School
  3-49-1 Kurakake
  Asa Kita-ku
  Hiroshima 739-17
  Tel. 81-82-843-4111
- Marist Brothers International School
  2-1, 1-chome Chimori-cho Suma-ku
  Kobe 654
  Tel. 81-78-732-6266
- Kyoto International School
  29-1 Kami Miyanomae-cho
  Shishigatani
  Sakyo-ku
  Kyoto 606
- Interface
  Fortress Yotsuya 2F
  1-1 Yotsuya-dori
  Chikusa-ku
  Nagoya 464
  Tel. 81-52-781-2001
- International School of the Sacred Heart
  4-3-1 Hiroo
  Shibuya-ku
  Tokyo 150
  Tel. 81-33-400-3951
- St. Joseph International School
  85 Yamate-cho
  Naka-ku
  Yokohama 231
  Tel. 81-45-641-006
  Fax 81-45-641-6572

▼ Private Vocational/Technical Schools

- Tokyo YMCA College of English
  Mitoshiro-cho
  Kanda
  Chiyoda-ku
  Tokyo 101
- Kyoto YMCA English School
  Sanjo Yanagi-no-banba
  Nakagyo-ku
  Kyoto 604
  Tel. 81- 75-255-3287
  Fax 81-75-255-3282
- Nichibei Kaiwa Gakuin
  21 Yotsuya 1-chome
  Shinjuku-ku
  Tokyo 169
  Tel. 81-33-359-9621
- Language Institute of Japan
  Warrick Liang, Administrative Director
  4-14-1 Shiroyama
  Odawara-shi
  Kanagawa-ken 250
  Tel. 81-465-23-1677

▼American University Branches in Japan

- Arizona State University
  3-21-19 Owada-cho
  Hachioji-shi
  Tokyo 192
- Minnesota State University - Akita
  193-2 Oku-Tsubakidai
  Yuwa-machi
  Akita 010-12
  Tel. 81-188-86-3000 • Fax 81-88-86-3400
- Newport University Japan
  2-18-1 Shinjuku
  Shinjuku-ku
  Tokyo 160
  Tel. 81-03-3359-763 • Fax 81-03-3359-7635
- Southern Illinois University, Nakajo Campus
  Nakajo-machi
  Kita Kanbara-gun
  Niigata 959-26
- Temple University
  1-16-7, Kami Ochiai
  Shinjuku-ku
  Tokyo 161
- The City University of New York (CUNY)—Lehman Hiroshima College
  Chiyoda-cho
  Yamagata-gun
- Tokyo American Community College
  1-53-1 Yoyogi
  Shibuya-ku
  Tokyo 151
  Tel. 81-03-3375-2345 • Fax 81-03-3378-0465

▼ Some Useful Publications

Teaching Abroad
Institute of International Education (IIE)
809 United Nations Plaza
New York, NY 11017

Teach English in Japan
Compiled and edited by Charles B. Wordell and Greta Gorsuch
Published by The Japan Times, Ltd.
5-4 Shibaura 4-chome
Minato-ku
Tokyo 108
Japan

may also be purchased from:
TESOL, Inc.
1600 Cameron Street, Suite 300
Alexandria, VA 22314
Tel. 703-836-0774 • Fax 703-836-7864

Jobs in Japan: The Complete Guide to Living and Working in the Land of Rising Opportunities
By John Wharton
Global Press
2239 E. Colfax 202
Denver, CO 80206

A Handbook for Teaching English at Japanese Colleges and Universities
Edited by Paul Wadden
Oxford University Press
200 Madison Avenue
New York, NY 10016

The Job Hunter's Guide to Japan
By Terra Brockman
Published by Kodansha International
Division of Kodansha Ltd (Japan)
114 Fifth Avenue
New York, NY 10011
Tel. 212-727-6460; 800-631-8571 (except New Jersey)
Fax 212-727-9177

▼ Other Opportunities

In addition to private lessons, which are fairly easy to arrange once a person is established in Japan, there have been opportunities to work at commercial language schools and Japanese companies. These positions are very difficult to get unless one is in-country and can apply in person. Advertisements are often found in English-language newspapers, such as *The Japan Times*, *The Asahi Evening News*, and *The Mainichi Daily News*.

Unfortunately, the current global recession has affected every aspect of life in Japan, including the education sector. Private language schools have been the most vulnerable to the bursting of the bubble economy. Competition for teaching positions throughout Japan is decidedly keener, though opportunities are somewhat better in rural areas such as Kyushu and Okinawa.

▼ Japanese Colleges and Universities on the Island of Kyushu

Beppu University
82 Kita Ishigaki
Bappu-shi 874-01
Fax 0977-67-0219

Fukuoka Institute of Technology
3-30-1 Wajiro Higashi
Higashi-ku
Fukuoka-shi, Fukuoka-ken 811-02
Fax 092-606-3131

Kagoshima Keimai University
8830 Shimofukumoto-cho
Kagoshima-shi,
Kagoshima-ken 891-01
Fax 0992-61-3299

Kitakyushu University
4-2-1 Kitagata
Kokuraminami-ku
Kitakyushu-shi, Fukuoka-ken 802
Fax 093-962-1837

Kumamoto University
2-39-1 Kurokami
Kumamto-shi,
Kumamoto-ken 860
Fax 096-345-9562

Kyushu International University
5-9-1 Edamitsu
Yahatahigashi-ku
Kitakyushu-shi, Fukuoka 805
Fax 093-671-8995

Daiichi College of Economics
3-11-25 Gojo
Dazaifu-shi, Fukuoka-ken 818-01
Fax 092-921-3476

Fukuoka University
8-19-1 Nanakuma
Jonan-ku
Fukuoka-shi, Fukuoka-ken 814-01
Fax 092-921-3476 or 092-862-4431

Kagoshima University
1-21-24 Korimoto
Kagoshima-shi,
Kagoshima-ken 890
Fax 0992-57-2658

Kumamoto Institute of Technology
4-22-1 Ikeda
Kumamoto-shi,
Kumamoto-ken 860
Fax 096-326-3000

Kurume University
67 Asshi-machi
Kuruma-shi, Fukuoka-ken 830
Fax 0942-32-6191

Kyushu Tokai University
223 Toroku, Oe-machi
Kumamoto-shi,
Kumamoto ken 862
Fax 096-381-7956

Kyushu University
6-10-1 Hakozaki
Higashi-ku
Fukuoka-shi, Fukuoka-ken 812
Fax 092-641-459

Miyazaki University
1-1 Gakuen Kibana Dai Nishi
Miyazaki-shi, Miyazaki-ken 889-21
Fax 0985-58-2865

Nagaski University
1-14 Bunkyo-machi
Nagasaki-shi, Nagasaki-ken 852
Fax 0958-45-6044

Saga Medical School
5-1-1 Nabeshima
Saga-shi, Saga-ken 849
Fax 0952-30-7910

Miyazaki Medical College
5200 Kihara, Kiyotake-cho
Miyazaki-gun, Miyazaki-ken 889-16
Fax 0985-85-0693

Nagasaki Prefectual University
123 Kawashimo-cho
Sasebo-shi, Nagasaki-ken 858
Fax 0956-47-6941

Oita University
700 Dannoharu
Oita-shi, Saga-ken 840
Fax 0952-23-8564

Saga University
1 Honjo-machi
Saga-shi, Saga-ken 840
Fax 0952-23-8564

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▼ Japanese Colleges and Universities in Okinawa

Okinawa Christian Junior College
777 Onaga, Nishihara-cho
Nakagami-gun, Okinawa-ken 903-01
Tel. 098-946-1238

Okinawa Prefectural College of Arts
1-4 Shuri Tonokura-cho
Naha-shi, Okinawa-ken 908

The University of Okinawa
747 Kokuba
Naha-shi, Okinawa-ken 902
Tel. 098-832-3216

Okinawa International University
276-2 Ginowan
Ginowan-shi, Okinawan-ken 901-22
Fax 0988-93-9271

Okinawa University Junior College
555 Kokuba
Naha-shi, Okinawa-ken 902
Tel. 098-832-3216

The University of the Ryukus
1 Senbaru
ishibara-cho, Nakagami-gun
Okinawa-ken 903-01
Fax 0988-95-4586

○ Miscellaneous

- Apart from the JET program, it is difficult (but not impossible) to secure a position while outside Japan. Having personal connections is very important in this, as well as many other, aspects of life in Japan.
- Personally applying for a job in Japan is preferable, but obviously far more expensive. A fairly accurate generalization is that you cannot work in Japan without getting a visa issued outside the country. However, you cannot get a job unless you are inside the country. To get around this Catch 22 situation, many people enter as tourists and look for employment. After finding a job they go to another country and apply for a visa. The closest and most common destination for this purpose is Seoul, Korea. People planning on going this route should be prepared to live as a tourist for a while in one of the most expensive countries in the world.
- Be very wary of any contract that does not allow either party to terminate the agreement.
- Teachers at colleges and universities are exempt from paying taxes for 2 years.
- Japan is a country with many cultural differences that often baffle Westerners. Learning as much as possible beforehand about the language, customs, and culture is strongly recommended. In this regard, a sense of humor and the ability to adapt to a different culture are invaluable assets.

Malaysia

by Rob Clément

▼ Background

Malaysia is located in South East Asia. Physically divided into two parts by the South China Sea are West (Peninsular) Malaysia, with 10 states, and the Federal (Capital) Territory and East Malaysia, with the 2 states of Sabah and Sarawak on the island of Borneo. Peninsular Malaysia contains the majority of the country's 18+ million people. In recent years there has been a marked trend of urban migration with cities becoming very crowded and polluted. East Malaysia's government has a stated policy of achieving status as a developed country by the year 2020. To this end the government is engaged in programmes to build an industrial base for the nation. Malaysians can purchase locally produced automobiles, and Malaysia's first steel cable mill opened in February 1993. Part of the industrialization policy encouraged families to have five children so as to create a domestic market of 70 million by the year 2035 for locally manufactured goods. Fertility rates are outstripping the ability of the infrastructure to deal with the numbers. If current trends continue Malaysia's population will reach 70 million long before 2035.

Malaysia has a parliamentary democracy with freely elected members of parliament. The head of state is one of the group of State Sultans who take turns on a 5-year rotation basis as national titular head. The leader of the government is the Prime Minister, who has always been the leader of the United Malays National Organization (UMN)) the leading political party in the dominant coalition. The other parties in this grouping are the Malaysian Chinese Association (MCA) and the Malaysian Indian Congress (MIC). Racialism is institutionalized in Malaysia under this political system and carries forth into everyday life. There are opposition parties and some very effective non-governmental organizations to counterbalance the tight control exercised on the nation by the ruling coalition.

Malays, who are all Muslim, are the dominate ethnic group garnering the majority of top positions in the civil service, as well as places in universities, access to funding for post/primary education, and access to special investment schemes. There is a conscious attempt by the government to redress a perceived socioeconomic imbalance with affirmative action legislation and positive discrimination. It is widely held that the Chinese community controls the economy of the country. Racial tensions ran high in May 1969, when rioting resulted in 13 deaths. Since then the government has successfully kept the lid on. Malays make up approximately 45% of the population, Chinese 25%, Indians 10%. The remaining 10% is made up of a host of ethnic groups located, mainly, in East Malaysia.

There is a dual system of civil courts for non-Muslims and Islamic courts for trying Muslims for religious offenses. As in other South East Asian Islamic nations, however, limb amputation and stoning are not practiced. The death penalty is readily available for drug or firearm possession. Over 200 people, including foreigners, have been executed in recent years. Possession of amounts of controlled substances that would merit a fine in Western countries result in hanging in Malaysia. There is no right to bear arms.

Armed robbers confronted by police tend to get shot. Rarely does one hear of an armed robber being captured alive.

The climate is equatorial with high humidity and the average daily high temperature between 30 to 35 degrees C. Local foods, therefore, include a wide variety of tropical fruits and greens while the South China Sea and Straits of Malacca provide an abundance of fresh seafood. Supermarkets in large towns and cities carry a variety of Western food items from French wines to Danish shortbread. Alcohol, while heavily taxed, is readily available in all but two states controlled by fundamentalist state governments.

▼ **Official Language(s)**

The official language of Malaysia is Bahasa Malaysia (Standard Malay). Many other languages are spoken by the various different ethnic groups. Television is state-controlled and programmes are broadcast in Malay, English, Chinese, and Tamil. At a local level, radio stations devote an hour a day to local language broadcasts.

▼ **Public Sector Education**

○ Primary and Secondary Education

The language of instruction in the public school system is standard Malay. English is introduced as a subject beginning in Pl. In the past English was the language of education in secondary and tertiary levels of education, but this was seen as a part of the colonial legacy and abolished during the 1970s and 1980s. The government now realizes that it may have moved precipitously as educational standards have declined dramatically in the last 10 to 15 years. There is now a move to reinstate English as a required pass subject for secondary students.

○ Calendar/Class Schedule

School year: December to October. November is the long vacation.

The Ministry of Education has determined that foreign nationals are no longer needed in the public school system. Private schools and tuition centres are therefore the only institutions in which it is possible to get a job. Despite this it is possible to get a government teaching job at one of several elitist government boarding schools established to improve the educational results of the Malays. Foreign EFL teachers are also found in some of the universities. There has been a proliferation of private educational establishments in the past 5 years as parents have noted declining standards at the state-controlled schools (overcrowding, double sessions, poorly qualified teachers) and decided to send their children to private schools or to tuition centres for extra instruction.

○ Qualifications/Requirements for Teaching

For almost all jobs the minimum requirements are a bachelor's degree and 2 years of TEFL experience. Of late there has been a decided preference on the part of the government for holders of The Royal Society of Arts TEFL diploma, especially for the

few government jobs available. Employers must prove to the government that there is no suitably qualified local who can do the job in order to hire an expatriate. They get around this by insisting that they need a teacher with native speaker fluency.

- Nationality Restrictions

  There is a decided hiring preference for British nationals though an Australian and a Canadian both got government jobs in recent years. In the 1960s, 1970s, and 1980s American, Canadian, and Australian volunteers did work in Malaysia.

- Class Sizes/Hours of Instruction

  Class sizes in the private tuition schools are strictly controlled with 15 students being the maximum.

- Materials Used

  There is a decided preference for the Queen's English with British spelling and vocabulary being preferred. The government has created a new curriculum that must be adhered to. Private educational concerns must have all their materials approved by ministry officials. British materials by respected publishers are the norm.

  Tuition schools have tape recorders and the bigger ones in large centres may have more audiovisual equipment (i.e., a VCR).

- Prevalent TESOL Methodology

  The prevalent TEFL methodology is communicative, and materials are expected to be communicative in nature. In practice, however, the emphasis, on assessment exams, especially at the end of Primary 6 and Forms 5 and 6. This means that time must be spent building discrete skills for dealing with the various sections of the exams. Tuition schools flourish because of the exam system.

- Pay Scales/Working Hours/Class Load

  Working hours in tuition schools can range from 8 am - 10 pm. Working in a tuition centre can mean working double or triple shifts as tuition schools try to provide opportunities for schoolchildren to attend outside of regular school hours. Some also try to cater to working adults and offer evening courses.

  Theoretically there is only one general, scale for everyone. However, the practice is somewhat different. A foreigner working in Malaysia must have university qualifications and 2 years' experience as a minimum. All Malaysian teachers at the elitist schools have tertiary education, but they receive less pay than the one or two foreign EFL teachers. This has led to resentment. Locals with bachelor's degrees start at M$1000/month while those expatriates getting the few government jobs available can expect M43500/month. (The exchange rate is approximately M$2.62=US$1.) The salary situation at private educational institutions is more fluid and can vary from M$1000 to M$000/month depending on qualifications and experience.

▼ Contact Information

There are too many private schools and tuition centres to list. Large employers in the capital Kuala Lumpur include the British council and ELS.

The address to write for the few government jobs is:

CfBT Education Services
2nd Floor No 9 Jalan Baral
46200 Petaling Jaya
Selangor Darul Ehsan
Malaysia

Nepal

by Christopher Gam

▼ Official Language(s)

The official language of Nepal is Nepali. Main second languages are English and Hindi. Most instruction in schools is in Nepali, although there is some English-medium instruction as well.

▼ Public Sector Education

❍ Calendar/Class Schedule

The school year includes a 2-month winter holiday during the months of January and February and an autumn holiday of 1 month in October. Classes meet 5-6 days per week.

❍ Levels of Compulsory English

English is compulsory at all grade levels, primary through tertiary.

❍ Use of English Outside the Classroom

There is little opportunity to use English outside the classroom.

❍ Qualifications/Requirements for Teaching

Desired qualifications depend on the level. For primary and secondary teachers, a BA degree is required. At the tertiary level, an MA is necessary.

❍ Nationality Restrictions

With rare exceptions, all teachers at all levels in the public sector must be Nepalese nationals.

❍ Class Sizes/Hours of Instruction

Classes are extremely large in public schools and somewhat smaller in private schools. An EFL class in a private secondary school might have 25-30 students. In the national university, 80-100 is not unusual.

❍ Materials Used

The Ministry of Education determines programs, prescribes methodology, and chooses texts for all public schools. Private schools enjoy quite a bit of latitude in text selection and methodology, although they must offer courses in all subjects required by the Ministry of Education. Officially used materials are mostly prepared under foreign license (e.g., Longman, Oxford, or Cambridge University Press) in India and are inexpensive. There is a Cambridge representative in Kathmandu.

❍ Equipment/Library Facilities

In general, equipment is limited to very basic books, seats for the students to sit in, and a blackboard. Libraries are practically nonexistent.

❍ Prevalent TEFL Methodology(ies)

The predominant methodology is grammar-translation, and rote memorization is emphasized.

❍ Pay Scales/Working Hours/Class Load

Local teachers average about $80/month. Expatriate teachers are almost nonexistent outside of the American Language Center (ALC) in Kathmandu and the Peace Corps. Salaries for expatriates are higher but not at all competitive with those found in more developed countries. For teachers at the ALC and Peace Corps, medical care is available free at the U.S. embassy medical unit as are reduced rates for use of the Embassy recreational unit.

❍ Problems/Issues of Concern

Major issues are low salaries, living conditions common in developing countries but frequently found uncomfortable by Westerners, health care, and insurance. Working with students who are not used to modern teaching methods sometimes presents problems.

▼ **Private Sector Education**

Virtually all of the above applies to private schools as well, except that standards are generally somewhat higher and conditions better.

Interested persons might contact:

Embassy of Nepal
Washington, DC 20008
Tel. 202-667-4550
or
Nepal Mission
820 Second Avenue, Suite 1200
New York, NY 10017

Pakistan

by Lisa Washburn

▼ **Official Language(s)**

The official language of Pakistan is Urdu. English is a strong second language. As the official language of instruction, schools may use the local language of the province they are located in, e.g., Punjabi, Sindhi, Pushto, Baluch, or they may use Urdu or English. English is generally the medium of instruction in private schools and in higher secondary and tertiary education.

▼ **Public Sector Education**

❍ Calendar/Class Schedule

The normal primary/secondary school calendar is September through May, with a 3-month summer vacation. Children have 6 hours/day of class. University academic years are October to May, and students have 5 hours/day of class.

❍ EFL Program/Situation

The Ministry of Education has responsibility for setting programs and choosing textbooks. It has also established teacher-training programs: a TEFL Diploma Course and a Federal Directorate of Education Teacher Training Course.

English is a compulsory subject in most schools from Grade 1.

❍ Qualifications/Requirements for Teaching

For primary schools, a Higher Secondary School Certificate is the minimum requirement for being hired as a teacher. For secondary schools, a university degree in English or BEd is required. In tertiary education, an MA in English or MEd is necessary.

❍ Nationality Restrictions

Only Pakistanis can be hired to teach in the public primary and secondary schools, but other nationalities can be hired for tertiary work.

❍ Class Size/Hours of Instruction

In primary schools, classes are normally 50-80 students in size and last 30 minutes. For secondary schools, the average is 40-60 students, and the classes last 40 minutes. At the college/university level, classes average 40-60 students and are 1 hour long.

❍ Materials Used

Pakistani teaching materials are used in government schools. In private schools and at tertiary level, British or U.S. teaching materials are used.

❍ Equipment/Library Facilities

In primary schools, there is very little available in the way of equipment and library facilities. In secondary schools, however, these things are more readily obtainable, and in colleges and universities as well.

❍ Prevalent TEFL Methodology(ies)

In primary schools reading is emphasized, in secondary reading and grammar skills are highlighted, and in colleges and universities, writing and grammar are regarded as most important.

▼ **Private Sector Education**

❍ Employment

For the best/only source of employment contact:

International School of Islamabad (ISI)
PO Box 1124, H-9/1 Islamabad, PAKISTAN
Tel. 92-51-855721
Fax 92-51-852523
Telex 54238 ISIBPK

❍ Pay Scales/Working Hours/Class Load

ISI employs two full-time teachers of ESL for middle and high schools. Teachers are recruited either locally or from the U.S. They work 25 contact hours/week. The base

salary ranges from U.S.$12,000/year (for no experience) to U.S.$29,000/year for an MA in TEFL/TESL and 10 years' experience. In addition to the base salary, there is a 17% end-of-contract bonus, a 12% overseas bonus, and a car and house for teachers recruited from the U.S.

▼ Contact Information

Pakistan TESOL
Niamet Anverali
F. 25. D. Block-9
Clifton, Karachi 75600
Pakistan
Tel. 92-21-532-308

People's Republic of China

by Richard A. Nitsche

▼ Official Language(s)

Mandarin is the official language; however, other languages and Chinese dialects are spoken in various parts of the country. For example, Cantonese is spoken in Guangdong Province, and Fukienese and Shanghainese are spoken in Fujien Province and in Shanghai respectively. Mandarin is the basic language of instruction; however, local dialects may be spoken in some schools.

▼ Public Sector Education

❍ Calendar/Class Schedule

Class schedules operate on a semester-type basis. Primary school students study for 9 1/2 months per school year, and secondary school students attend classes for 9 months. At both levels, students attend school 5 1/2 days a week. Students have a 2-month summer vacation and time off for various holidays.

❍ EFL Program/Situation

The Ministry of Education determines programs, prescribes methodology, chooses textbooks, and so on for all education in China. The Ministry, in conjunction with various U.S. universities, provides special intensive English language training for English teachers and university students. Teaching opportunities are limited at the primary and secondary level, but numerous opportunities exist at foreign language institutes. Chinese and technical colleges are also looking for native speakers of English. Many universities offer various forms of academic exchange with higher institutions abroad.

Although English is not compulsory, it is the most commonly taught foreign language at both the secondary and postsecondary levels, foreign language institutes, and technical schools. Students have opportunities to speak English outside the classroom by forming their own groups to practice conversation. In the larger cities there are many opportunities to speak English outside the classroom.

❍ Qualifications/Requirements for Teaching

China is making a concerted effort to find qualified teachers.

❍ Class Sizes/Hours of Instruction

Class sizes vary from 20 to 50 students. Times for classes also vary. However, most Offices of Foreign Affairs are willing to listen to suggestions and make special arrangements whenever feasible.

❍ Materials Used

English language materials are available from most foreign language bookstores and some U.S. Consulates and the open market. Teachers are advised to take along copies of materials they're most familiar with, including videotapes and slides, as textbooks used at the secondary level may be rather outdated.

❍ Equipment/Library Facilities

Equipment and library facilities vary depending upon the school. Foreign language institutions probably have the most up-to-date equipment, while universities and some technical institutions may have limited kinds of equipment and library facilities. Higher education institutions have fairly adequate library materials, although there are limited supplies of English materials. Listening labs are available at most foreign language institutions, some colleges, and universities. Photocopying facilities may be limited.

❍ Prevalent TEFL Methodology(ies)

Traditionally, China has used the grammar translation approach to foreign language instruction; however, at the university and technical institute levels, more current and innovative approaches are being used. The Chinese are very anxious to learn English and improve their communicative and listening skills, so teachers should take along materials to teach communicative skills. China uses the PAL videotape format, but most universities and language institutes will probably have systems comparable to these used in the U.S.

❍ Pay Scales/Working Hours/Class Load

The range of pay scales, working hours, class load, and other duties vary with the school and location. In most cases, teachers are expected to teach 10-15 hours per week. Generally, foreign teachers are paid at a fairly high rate compared to native teachers and given special living and meal arrangements. It is usually sufficient to live on the local economy. There are benefits such as field trips and cultural activities depending on what is available locally. Salary may be in local currency (rénminbì) rather than in foreign currency (wàihuìjuàn), so be sure to negotiate with the foreign affairs officer to pay at least half your salary in foreign exchange currency as the local currency can only be used with China and cannot be exchanged. Institutions generally provide dining facilities, health care, and doctor's fees, and the cost of medicines are reasonable.

❍ Problems/Issues of Concern

One problem foreign teachers encounter is the lack of social activities, the small number of foreign-hire colleagues, and the lack of familiarity of the language. There are few English language programs on television, so be sure to take along some good reading materials.

Customary foods are not always available, although more stores called Friendship Stores, where foreigners can shop, are carrying wider variety of products

Another problem may be the time it takes for students to adjust to their foreign teacher's methods. Students generally take notes but are not used to asking questions during class time. They take a passive role in class and ask their questions after class privately to avoid feeling embarrassed by their English language skills and to avoid being made fun of in class by their classmates. They need to be encouraged to take a more active role in the classroom.

Also, be aware that students often work together to help each other outside the classroom. Their attitudes towards cheating are different, so make your expectations clear from the beginning.

Cross-culturally, you should be especially aware of your actions and activities. Be discreet in your activities and in what you say, and be sure you know a person well before revealing any personal matters. Be careful not to embarrass anyone, including your students, in front of peers or supervisors.

▼ Private Sector Education

Many U.S. universities and colleges have teacher/student exchange programs with particular institutions, so check with your local postsecondary institution for some assistance.

Other contacts are the Chinese departments at colleges and universities, the Chinese Consulate, the Geraldine R. Dodge Foundation, the Fulbright Foundation, and the Rockefeller Foundation.

The Philippines

By Jeff Taschner

▼ Official Language(s)

The Philippines is a country made up of more than 7,000 islands and more than 50 language groups. The official languages of the Philippines are Filipino and English. Filipino is based on the Tagalog dialect spoken in Manila and much of Central Luzon, although other dialects, notably Cebuano, Ilongo, Ilocano, and Bicolano, are widely spoken in other regions.

The country remains divided over the issue of bilingualism, with opposing factions on the one hand calling for return to an all-English curriculum and on the other for the increased development and use of Filipino. Other language groups, particularly Cebuanos/Visayans, are demanding greater official recognition of their dialect in accordance with their numbers and geographical and cultural significance.

Although Filipino students study English and various subjects taught in English from the 1st year of elementary school all the way through high school and the university,

the lack of qualified teachers, poor distribution of materials, large class sizes (50-80 students), and high drop-out rates have resulted in a marked deterioration of English skills among public school students, especially in poor or rural school districts.

❍ Languages of Instruction

Starting with Grade I of primary school, the implementing guidelines for the 1974 Bilingual Educational Policy Act divide the language of instruction for the Philippine curriculum between English and Filipino Language Arts, and other courses in Filipino. Arabic is also permitted in areas such as the Automonomous Region of Muslim Mindanao. In addition, local vernaculars may be used as auxiliary languages of instruction in public schools for Grades I and II of primary school.

▼ **Public Sector Education**

The public school year at all levels runs 10 months, from early June until early or mid-April.

▼ **Private Sector Education**

Various private universities operate on both semestral and trimestral schedules, but still share the same 2-month summer holiday during April and May with their public counterparts.

Private language study centers offering a range of English courses such as TOEFL Preparation or Speech Improvement are becoming more common in the Metro Manila area. With a few possible exceptions at the managerial level, the staffs are all Filipino.

❍ Salaries

Salaries for starting public school teachers begin at about $100 U.S. per month, with private school teachers starting at about $200. Filipino English majors are preferred, although a number of nonmajors have been filling openings due to an increasing shortage of certified English Language Arts instructors.

❍ EFL Situation

The Department of Education, Culture and Sport (DECS) established specific programs and publishes its own materials for English instruction in the public schools. DECS provides more general and flexible guidelines for the private schools, who typically have a range of DECS-approved options from which to choose in program design and materials selection. Because of the higher salaries and better resources, most qualified teachers prefer to teach in private schools.

It is worth noting that, because of the relatively high proficiency in English of Filipinos at the tertiary level—coupled with the comparative proximity and low-cost accommodations available in the Philippines—short-term, intensive English programs enjoy considerable popularity with Japanese and Korean students wishing to improve their English communication skills. Language Teaching Department faculties at several universities in the Metro Manila area run these courses and pay teachers about $15 per hour—quite respectable in local terms, altough Filipinos hold nearly all the teaching slots in these comparatively lucrative programs. Visiting faculty—and even students—who are native speakers of English are sometimes invited to teach the pronunciation sections.

❍ English Use Outside the Classroom

English is still an important language for media, government, business, and higher education and still figures prominently in urban centers and private schools. Metro Manila, in particular has a potentially rich acquisition environment.

Because of its historically close relationship with the U.S., American English is the preferred variety in the Philippines.

❍ Materials Used

The British Council and the Thomas Jefferson Cultural Center have good collections of TEFL materials. Local distribution of TEFL resource books and materials is very poor. Cambridge, Oxford, and Longman titles are available sporadically during book fairs and ELT seminars; however, they cost double the U.S. or U.K. price. The Thomas Jefferson Cultural Center has an affordable selection of United States Information Service (USIS) materials, which have become fairly popular in the Philippines.

❍ TEFL Methodology

Most instruction at all levels continues to be grammar-based, though communicative goals and techniques are slowly filtering into the English Language Arts curriculum. A number of Filipino EFL teacher trainers have studied at the Regional Language Center (RELC) in Singapore and at prominent U.S. and U.K. universities. Through these trainers, the influence of communicative methodology is gradually gaining momentum, though at present it appears mainly in the form of functional add-ons and skill-based approaches.

❍ Teacher Development

Summer holidays last about 2 months and are packed with large-scale teacher-training seminars. The British Council and USIS are instrumental in arranging for visiting foreign specialists in TEFL (often top names) to conduct or assist in many of these seminars. At present, this is the principal role for foreign EFL professionals.

❍ Foreign EFL Professionals in the Philippines

Of special interest to U.S.-certified ESL teachers would be the International School of Manila (ISM), which has several ESL/EFL teachers on staff in both its elementary and secondary school programs. This is one institution where foreign ESL/EFL professionals (typically Americans) are preferred. Positions are occasionally filled through local hires, but international school politics seem to be swinging in favor of experienced overseas recruits, often hired through International Schools Services recruitment fairs held at various North American campuses.

The ISM offers the best salary and benefits package available to foreign ESL/EFL professionals in the Philippines. A similar possibility worth investigating, through not nearly as lucrative, is Brent International School. Both international schools operate according to the U.S. school year.

Since the 1993 closing of the Refugee Processing Center in Morong, Bataan, perhaps the most visible foreign presence in Philippines ELT has been that of academic specialists from the British Council and USIS. Although it has not been able to commit an English Teaching Officer to the Philippines for several years, the British Council continues to

send about five short-term ELT specialists every year—principally in the areas of ESP/EST. USIS often has an English Teaching Fellow (ETF) on staff for teacher training and various all-purpose English language support services. The Jakarta-based Regional English Teaching Officer (RETO) also plays a significant role. USIS also occasionally sponsors short-term academic specialists. In 1994, the Fulbright Foundation will place a Junior Lecturer in EFL at DECS. In addition, the Australians are expected to embark on a regional English language teacher training project in Mindanao in the near future.

❍ Qualifications/Requirements for Teaching

The International Schools require U.S. certification at the appropriate level.

The USIS ETF position and the Fulbright Junior Lectureship both require MAs and 3-5 years' experience in the field. Both positions emphasize teacher training and materials development. Short-term academic specialists for USIS and the British Council have generally been top names in the field, and are contacted directly by USIS and the Council.

A number of clerical organizations, such as the Jesuits, Maryknolls, Dominicans, and Christian Brothers, also help to round out English faculties at various Catholic universities, such as Atene, DeLaSalle, and Xavier.

In the past, the Peace Corps has helped place volunteer teachers of English in various provincial schools. There is a chance that this program may be revived in the future. A number of U.S. church groups are also loosely involved in English teaching in rural parts of the country.

In general, however, there are enough Filipinos with high proficiency in English to cover nearly all EFL classrooms in the country.

❍ Summary

Unless you are affiliated with U.S., British, or Australian government support for English language teacher training or materials development, there is currently little professional opportunity for foreigners in ELT in the Philippines. This could change if the government is unable to check the current trend of widespread deterioration of English skills—and the economy improves drastically. At present, however, nearly all EFL positions are low-paying by Western standards and are held by Filipinos.

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Singapore

by John Driscoll

▼ Background/Overview

Located off the tip of the Malayan Peninsula, Singapore has an equatorial, humid climate with monsoon seasons and little variation of temperature during the year. Its population of 2.9 million is mostly made up of three ethnic groups: Chinese (77.5%), Malay (14.2%) and Indian (7%). The population growth rate is currently 2%.

Singapore has been an independent island republic for nearly three decades after having seceded from Malaysia. The development of the country's infrastructure and education, along with carefully planned long-term public and private sector investment, have resulted in steady economic growth to a point where per capita income now equals or exceeds many European Community countries and states in the U.S. The constitution is democratic parliamentarian, with an elected presidential head of state and a prime minister as head of government. Multinational companies, particularly in the oil and hi-tech electronic areas, use the island as a base for activities throughout the region, resulting in sizable professional expatriate communities, notably Japanese, American, British, Australian, and Korean.

▼ Official Language(s)

The official languages are Mandarin Chinese, Malay, Tamil and English. The literacy rate is 91.6%. English is generally the medium of instruction in local schools and colleges, with children also participating in bilingual programs that teach most of the other languages spoken on the island. Many Chinese languages other than Mandarin are also spoken, but there is consensus that Mandarin, as simplified in Mainland China, should be the Chinese language of the media and education. Arabic is taught for religious purposes to some Malay children but few written forms are to be seen in public outside mosques. There has recently been some local debate about the existence of "Singles" as a form of World English. British and American English are both acceptable to varying degrees in spoken and written forms, and a monolingual English speaker will have no problems surviving in English in Singapore.

▼ Public Sector Education

It is unlikely that overseas teachers would work in the Singapore primary and secondary schools as teachers. Salaries are not sufficient to pay rent for overseas staff who generally live in private sector housing. However, the main teacher training center, the National Institute of Education (NIE) at Nanyang Technological University, is an important center for overseas staff with expertise in TEFL/TESL, materials development and evaluation, language testing and assessment, and teaching writing, speaking, and listening.

Annual salaries at NIE range from S$180,140—S$133,480 for full professors to S$71,400—S$ 55,910 for lecturers (US$1.00=S$1.50). Benefits include an annual bonus, an end-of contract gratuity of 25% of the final month's salary for each completed month of service, as well as settling-in, housing, children's education, travel, and baggage allowances. Leave and medical benefits are also provided.

Candidates who are interested in applying for employment may contact the NIE through Internet at: TSLU@Admin ntu ac.sg or fax/write to: Director of Personnel, Personnel Office, Nanyang Technological University, Nanyang Ave., Singapore 2263, FAX 65-791-9340. A curriculum vitae, along with names and addresses of three references should accompany letters of application.

There are also a number of polytechnics and institutes in the public sector which employ expatriate staff at somewhat lower salary rates than NIE. ESP is a growth area in these schools, with emphases on business English and the development of computer-based programs of instruction. The Regional English Language Program (RELC), run by a consortium of South East Asian Ministries of Education, is an especially appropriate public sector employer of experienced language teachers. RELC runs several popular diploma programs in English teaching for public and private sector teachers form all over South East Asia. Well-qualified and experienced teachers, particularly of applied linguistics, language testing, and language teaching methodology, may apply to: The Registrar, SEAMEO Regional Language Center, 30 Orange Grove Road, Singapore 1025, FAX 65-734-2753.

▼ Private Sector Education

Private sector employment for language teachers ranges from extremely tenuous contracts with private companies servicing the after-school or private tuition market through many gradations of difficulty and qualification to more reliable and often better paying positions with organizations like the British Council, franchises of relatively prestigious language schools in Europe, or numerous international primary/secondary schools.

❍ Calendar/Class Schedule

Singaporean schools run on a local calendar with the long break being in May and June, and the school year starting in July. The international schools generally take their breaks like in North America or Europe, with the school year starting in late August or September.

❍ EFL Program/Situation

Most kinds of English language teaching can be found somewhere in Singapore. The range of student needs runs from finetuning with a Singaporean who needs to perfect his/her English after many years of exposure both at home and in school or work, to teaching complete beginners. Similarly, teaching approaches vary considerably, with traditional rote learning demanded by institutions in some situations, and various more modern, flexible whole language methods being adopted by many intensive programs.

British texts and courses predominate, but American English is so pervasive in the media that the two coexist in Singaporean acquisition of the language. Ingenious and low cost multimedia platforms appropriate for language teaching are being pioneered by Singaporean businesses, and teachers with computer interests may find themselves particularly useful/sought after.

❍ Private Sector Employment Prospects

An experienced teacher with qualifications such as a master's in TESOL will, with some persistence, be able to gain worthwhile, full-time, secure and well-paid employment within this quite diverse private sector. This is because of the continuing growth of the

nonnative speaking population in English medium international schools and the apparently insatiable demand for quality language programs preparing Singaporeans for professional and educational use of English.

One salary range for expatriate contracts recently quoted by an international school is S$39,000 (non-degree, less than 1 year experience) to S$ 56,000 (degree, more than 10 years experience), plus the government mandated a 20% Central Provident Fund employer's contribution which, along with the employee's 20% contribution, is enforced savings with interest until retirement or repatriation.

Besides moving expenses at start and finish of the contract, benefits usually include full medical insurance and, most significantly, housing costs—usually a reasonably spacious one-three bedroom apartment. With private apartments renting for $2,000 and up per month on the open market, this is a significant addition to most overseas benefit packages. Without a housing allowance provision, a Singapore teaching assignment is of questionable feasibility.

Current lists of international schools can be obtained through professional organizations. There are also several directories of international schools published around the world. At this time there are more than 30 such schools in Singapore, of which at least 10 are likely to be in need of English language teachers. Some represent national systems such as the American, Japanese, Korean, French or Canadian schools and espouse quite varied degrees of internationalism. Others offer a variety of international and national programs without being tied to one specific national identity. Examples of this latter are United World College and Overseas Family School. Several are accredited in the U.S. or elsewhere and have student populations in the thousands.

The Ministry of Education expects teachers in international primary and secondary schools to have a formal background in education, such as a teaching credential or higher degree in teaching, and all teachers go through a relatively painless registration process before or just after the start of employment. Immigration formalities are efficient and prompt and are usually handled the month after arrival. If the school or company sponsors the applicant, an employment pass for the length of the contract is usually issued.

The private adult and after-school language schools rarely offer such complete packages and attract somewhat younger and less formally qualified overseas teachers. The language schools have fewer demands for credentials, since the Ministry of Education does not register their teachers. In addition, it has proven relatively easy for teachers in these schools to get employment passes, providing the immigration authorities consider that they are realistically sponsored by the language school. There are no quotas or complex stages to go through in gaining permission to work in Singapore and certainly no bribes. However, the employment pass is only for one specific job and lapses immediately on completion of the contract. The salary scales in this market are driven by local rather than international fee levels, so they are usually much lower than polytechnics, international agencies like the British Council, or international schools.

❍ Cultural Expectations/Issues of Concern

The superficially "Western" look of Singapore sometimes lulls overseas teachers into thinking that they can expect to find all of their cherished Western values, beliefs, and rights on or off the job. However, in reality this rarely proves to be the case. All organizations naturally employ Singaporeans, and have to follow Singaporean law and institutional practices many of which differ radically from those in the U.S. or some European countries. Singapore puts its rhetorical emphasis unabashedly on social responsibility, communalism, and moral values to be propounded and implemented in a straightforward way. The best strategy for working in Singapore is the simplest—as an overseas worker, you are a guest and will remain so for the duration of your contract, with all the rights and privileges a guest, not a citizen, can expect.

When considering jobs, teachers should be advised that some organizations run tuition centers all over the island. With cars being prohibitively expensive (US$50,000 buys the cheapest car), even Singapore's efficient air-conditioned buses and trains can make a daily teaching schedule at several different centers quite onerous.

South Korea

by Virginia Martin

▼ Official Language(s)

Korean is the official language of the country and the medium of all instruction. Chinese characters are used in most academic writing and in newspapers, although the Chinese language itself is not. Chinese is used in trade.

▼ Public Education

❍ Calendar/Class Schedule

The school year is divided into two semesters: March to July and mid-August to mid-December.

❍ EFL Program/Situation

English is compulsory at the middle and high school levels and will become mandatory in 1995 at the elementary level. All universities have mandatory "General English" programs for the first 2 years of study. At some universities, expatriates may have the opportunity to teach some courses in the "General English" program.

The Ministry of Education sets curriculum and approves textbooks for K-12, but city/district Boards of Education have final approval. At the university level, faculty can generally choose their own texts, and the teacher has freedom to choose the content of courses and the method of teaching. In recent years the Ministry has sponsored summer and winter break professional development workshops for middle and high school teachers of English. ESL/EFL professionals are often asked to help develop the oral communication skills of the Korean EFL teachers and teach them new methodology at these workshops.

Few opportunities to use English exist outside the classroom, especially for informal conversation. There are language institutes (with high tuition rates), two English-language daily newspapers (*The Korea Times* and *The Korea Herald*), films in English and other languages (which are dubbed on TV), and an educational TV channel sponsored by the Ministry, which broadcasts several English classes a day.

❍ Qualifications/Requirements

Opportunities to teach ESL/EFL are mostly restricted to the university level in the "General English" programs and to language institutes. There are few, if any, K-12 teaching positions available. Universities require a MA degree, but not necessarily in TESL/TEFL, although this is changing as more universities are requiring an MA in TESL/TEFL or a related field. Language institutes require a BA or BS in any field.

❍ Nationality Restrictions

There are no real nationality restrictions enforced, although there is a general preference for hiring U.S. native speakers.

- Class Size/Hours of Instruction

  K-12 class size ranges from 50–75 students. In university General English programs, classes generally average 40–50 students with some instructors teaching an average of 10-15 hours a week. Requirements with respect to weekend/evening classes depend on the university. There are opportunities for overtime, but overtime pay is quite low.

- Materials Used

  Korea is one of many countries around the world where copyright laws are only beginning to be enforced. Therefore, it is still easy to make copies of books the instructor has brought from home. Several publishers have in-country representatives and most ESL/EFL publications are available, but it takes as long as 6 months for books ordered to arrive. There are bookstores in Seoul that have English-language sections and two major local ESL/EFL publishers. Students tend to favor U.S. publishers.

- Equipment/Library Facilities

  In general, most schools have language labs, but few have overhead projectors or tape recorders for classroom use. Some schools have video equipment. Libraries are small compared to their U.S. counterparts and likely to have an English and linguistics books. The USIS and British Council libraries and major bookstores carry a large variety of periodicals. Professional publications are also generally available at the USIS and British Council libraries.

- Prevalent TEFL Methodology(ies)

  Conversation and/or communication skills, with an emphasis on listening comprehension that involves simultaneous development of critical thinking skills, are taught while at some universities reading or compositions is also taught. Korean students are used to grammar-translation and teacher-oriented classes, although there are no official methodological preferences. The majority of expatriate teachers concentrate on different approaches to communication and on enhancing listening comprehension that involves simultaneous development of critical thinking skills.

- Pay Scales/Working Hours/Class Load

  Pay varies according to the type of employer. At the universities, the salary range is generally $18,000-$23,000 per year. Some universities provide housing but normally do not provide airfare. Salaries are paid in local currency, but teachers can repatriate up to a third of their salary and can take almost all of it back when leaving permanently. Most non-Koreans are exempt from local income tax for the first 2 years of employment.

- Problems/Issues of Concern

  One major problem is housing, which is scarce and quite expensive in the larger cities. It is advisable that housing arrangements be clarified beforehand. Another issue is that the contract may not specify the workload or salary, and the administration may renege when there is a change in administrative personnel. At national universities, salaries are determined by the Ministry of Education based on previous experience, educational level, and other factors. The salary is usually finalized only after employment has begun. Each private university sets its own pay scale, which the Ministry accepts or rejects. There is a wide discrepancy in pay among individual universities.

It is recommended that expatriate teachers be immunized against typhoid, tetanus, hepatitis, polio, and measles before departure. Another important concern is obtaining an employment visa, which must be applied for at least 3 months before arrival. Processing can take 6 weeks or longer. Should there be any delays, the applicant needs to notify the school, which then contacts the immigration service. The U.S. Consulate should not be expected to provide information. A new visa must be obtained by any teacher changing schools. This requires a 6-8 week sojourn outside Korea.

After entering the country, a long-term visitor is required to get a residency permit. A re-entry permit, which is stamped into the passport, is required for persons planning to leave the country for short trips. This permit will allow the person to reenter the country even if the initial visa has expired. Teachers wishing to work regularly at an institution in addition to the one they were initially employed by must request permission from the Ministry of Justice, or risk being fined and deported.

Food costs are slightly higher than those in a large U.S. city, except for meat, which can be much more expensive. While there are few convenience foods, there are fast food establishments in most large cities. Korean restaurants are generally inexpensive. Most areas have small open markets, and large supermarkets have begun to appear.

▼ Private Sector Education

It is generally limited to language institutes. They often provide round-trip transportation, some assistance with housing, and a minimum salary of $15,000/yr. Some institutes offer day classes for housewives and children, but the majority offer classes before 9 am or after 6 pm Monday-Friday. There are many opportunities for employment, although these are not often advertised.

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Taiwan (Republic of China)

by Feng-Ming Chi

▼ Overview

Taiwan is an island country, located to the southeast of the People's Republic of China. Taipei is the capital.

▼ Official Language(s)

Mandarin is the official language of the country and the medium of all instruction. English is the most popular foreign language.

▼ Public Sector Education

❍ Calendar/Class Schedule

The school year is divided into two semesters: fall—mid-September through mid-January—and Spring—mid-February (usually after the Chinese Lunar New Year) through the end of June.

❍ Other Language(s)

The Ministry of Education publishes standard textbooks for junior and senior high school, but this situation is currently under review and may be changed in the near future. At the university level, a group of experienced professors form committees to select teaching materials. English is a required foreign language (the only one) in the curriculum from middle high school through 1st-year university levels.

❍ Qualifications/Requirements for Teaching

Desired qualifications depend on the level. Some colleges will hire teachers with BA or BS degrees, but most tertiary institutions require an MA degree.

❍ Nationality Restrictions

There are no nationality restrictions. Americans would probably be given preference.

❍ Class Sizes/Hours of Instruction

Class size depends on the school/level and varies between 25 and 50 students. Class loads depend on level/qualifications. MA degree holders normally teach 9-12 hours/week, while BA/BS degree holders usually teach 12-15 hours/week.

❍ Materials Used

Materials selection is more or less at the discretion of teachers, especially for conversation classes. Many EFL/ESL materials published by Oxford and Cambridge University Presses are currently available and widely used in Taiwan.

❍ Equipment/Library Facilities

In terms of materials and equipment available, some schools collect teaching materials. From senior high school on, most schools have language labs for class use only.

❍ Prevalent TEFL Methodology(ies)

The prevalent TEFL methodology is an integrated one emphasizing all four skills. However, native-speaker teachers may find that they are expected to focus on oral language and perhaps advanced composition courses.

❍ Pay Scales/Working Hours/Class Load

The basic salary range for an MA degree holder teaching 9-12 hours/week is U.S.$1,300-1,600/month. Most teachers work more than the minimum number of hours, and overtime is paid. Teacher salaries have been raised 5-10% each year for the past 5 years.

❍ Problems/Issues of Concern

One issue of concern for teachers is the difference between the view of learning that is common in U.S. and Taiwanese schools. U.S. teachers are sometimes tempted to impose Western values on their students rather than to try to understand these cultural differences, and Taiwanese students are often criticized as being too passive. Rather than criticism, however, students need more encouragement and support, as many of them do not have the chance to talk with native English speakers, although they may have studied the language for many years. On the other hand, Western teachers sometimes find that they are asked questions of a personal nature that they might regard as impolite.

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Thailand

by Thomas Kral

▼ **Official Language(s)**

Thai is the national language of Thailand. The Chinese dialect of Tha Chiew is spoken by ethnic Chinese living in urban areas of Thailand.

❍ Calendar/Class Schedule

The school year runs from late May until late March. There is a 3-week holiday in October.

❍ EFL Program/Situation

The Ministry of Education determines programs, texts, and methodology for TEFL in public schools. Private schools have greater freedom in developing their programs and selecting texts. Opportunities for using English outside the classroom include original version movies and TV programs.

Though not compulsory, English is the most important foreign language in the country and is taught, along with French, in upper elementary and secondary school. Japanese is a course option at tertiary levels.

❍ Qualifications/Requirements

Persons holding a BA degree in English, the Social Sciences, or Humanities can obtain positions as English teachers in primary/secondary schools. Universities prefer to hire

people with MAs in TEFL/TESL but will consider those with less training if they have had years of teaching experience.

❍ Nationality Restrictions

There are no nationality restrictions.

❍ Class Size/Hours of Instruction

Public schools have 40-60 students per class and meet 5 hours/week at secondary or 3 hours/week at tertiary level. Private language institutes have class sizes in the 10-25 student range.

❍ Materials Used

Low-cost Ministry of Education publications for English study are used in the public schools.

❍ Equipment/Library Facilities

Well-stocked libraries are available. Computer labs are coming on line.

❍ Prevalent TEFL Methodology(ies)

Communicative methodologies are stressed. Ministry of Education schools give emphasis to all skill areas, whereas private language schools emphasize the oral skills.

❍ Pay Scales/Working Hours/Class Load

Pay scales range from U.S.$6 to U.S.$15/hour, depending on the institution/type of program. Public schools pay U.S.$650/month with a housing allowance. A 40-hour work week is normal at secondary/tertiary levels with half of those hours spent in the classroom.

▼ **Private Sector Education**

❍ Employment

Candidates for teaching positions in private language schools normally must be in-country to be considered for employment. Teachers are hired to fill clear needs, which are not always evident until after registration. Schools do not provide travel for employees. Teaching positions are available in Bangkok and the provincial capitals, but they go to the best qualified candidate who is available when the need is determined.

Private schools have great freedom in developing their own programs and selecting texts. They generally use both U.S. and British publications and have class sizes in the 10-25 student range.

❍ Problems/Issues of Concern

Problem areas are student motivation, lack of professional development, and materials supply.

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Vietnam

by Kurk Gayle

▼ Background/Overview

Vietnam, with a land area of 128,000 square miles, is situated in Southeast Asia, bounded by China in the north, by Laos and Cambodia on the west, by the Pacific Ocean on the east, and by the Gulf of Thailand on the southwest. Although basically of a tropical monsoon type, the climate is diverse, ranging from four distinct seasons in the north to only two—hot/dry and mild/rainy—in the south.

Vietnam's scenic beauty spans the nation. The major divisions include Truong Son, a range of mountains and highlands that covers nearly 75% of the land; two large river deltas, the Red River Delta in the north and the Mekong River Delta in the south; and the central coastal plains, which merge with numerous beautiful beaches.

The total population of Vietnam is 70 million, with 23% in urban areas. The capital is Hanoi with a population of 3 million. Other major cities include Ho Chi Minh City (4.5 million), Haiphong (1 million), and Danang (800,000). Historically, Vietnam has been a single nation, though divided by war from 1954 to 1975. On July 2, 1976, a newlyelected national assembly reunited the country as the Socialist Republic of Vietnam. In December 1986, a policy of educational, economic, and social openness known as *doi moi* was instituted. An outgrowth of this policy has been an increase in social and educational exchange, which has, as a result of a growing demand for English, included several programs in the field of EFL teaching and teacher training.

▼ Official Language(s)

The official language of instruction in schools is Vietnamese, a monosyllabic, tone language. An earlier writing system known as Chu Nom, based on Chinese, has generally been supplanted by Quoc Ngu, a system using Roman letters. In addition there are some 4 million mountain tribespeople who speak other indigenous languages, and perhaps 600,000 Khmer speakers who live near the Cambodian border.

Foreign languages taught in language-training institutions include Chinese, English, French, German, Japanese, and Russian. Perhaps 80-85% of all foreign language students study English.

▼ Public Sector Education

○ Calendar/Class Schedule

The academic year starts in September and ends in July and consists of two semesters separated by a 2-week break and a 6-week summer vacation.

○ EFL Program/Situation

The Ministry of Education and Training is responsible for such tasks as the development of educational policies and standardization of curricula and testing. Most EFL institutions are public or semi-public and are thus subject to Ministry guidelines. In response to the growing demand for English, public institutions are encouraged to be innovative. For example, at the Center for Foreign Languages of the University of

Agriculture and Forestry in Ho Chi Minh City a credit system similar to that of many US institutions is in place.

There are two types of courses in EFL institutions: one, offered at universities and resulting in a BA in English, follows a curriculum with prescribed subjects and target competencies. The other, a nondegree–oriented, continuing education program in which learners expect to gain some proficiency in English and/or a National Certificate of English, is enormously popular. In Ho Chi Minh City alone there are nearly 150 centers teaching more than 125,000 EFL students. These centers vary greatly in their class schedules, learner backgrounds, methodologies, teaching materials, etc. Classes run virtually the year round, except during the 2 weeks of Tet, the Vietnamese New Year celebration (January-February).

Opportunities for the use of English outside the classroom are increasing. The last few years have seen an influx of English–speaking investors or tourists. Similarly, many English language magazines and books are being imported. Learners of English often use the language in their study/work, and English proficiency has become a basic job requirement.

- Qualifications/Requirements for Teaching

Since the institution of *doi moi* in the late 1980s there have been hundreds of foreign teachers of EFL working in Vietnam. College ES/FL or ESP teaching experience is the most sought-after qualification. Usually a university degree or diploma in TEFL is required. Permission to teach should be sought from the Ministry of Education and Training via a recommendation from a Vietnamese institution.

There are two avenues for pursuing TEFL employment in Vietnam. One, and the more strongly advised, is through nongovernmental organizations (NGOs) or religious agencies. These should be consulted initially for help in obtaining necessary visas. Depending on the situation, salary packages generally ensure a comfortable standard of living and may include airfare and living allowance, room and board, local transportation and excursion espenses, and Vietnamese language/culture training. The other is by setting up courses in/for businesses. Pay is usually on the basis of a negotiated, hourly rate. Teachers are employed regardless of gender, age, race and/or religious affiliation.

- Normal Class Sizes/Teaching Loads

Class size is typically 30-50 students, but this varies from school to school and according to level.

- Materials Available/In Use

Instructional materials are quite diverse, depending on the school and the level. Mimeographs and reprinted books are made avaiable to students at low cost.

- Equipment/Library Facilities Available

Libraries and language labs in most schools are poorly furnished and generally not much in use. Although audio cassettes/recorders are commonly available for classroom use, videotapes are used far more for demonstration purposes than for real practice.

❍ Prevalent TEFL Methodology(ies)

At this time there have not been any surveys to determine what methodologies are most commonly used in EFL schools. The communicative approach and the direct method seem to be quite popular. Vietnamese is often used to translate at lower levels.

▼ **Private Sector Education**

The Vietnamese government has permitted and even initiated the development of private EFL schools and courses. Currently, these schools are not numerous, and, although independent, they must meet national standards for teacher quality and student testing. Some private schools cooperate with universities in running training pprograms and in granting certificates.

Other options:

Volunteer Organizations

Oxfam
International: Ground Floor - 3B June Garden
28 Tung Chau Street
Tai Kok Tsui, Kowloon, Hong Kong
Tel. 852-391-6305
Fax 852-789-9545

Volunteers in Asia
In Vietnam: Volunteers in Asia - Hanoi
c/o FAO
Maliąwan Mansion
Phra Atit Road
Bangkok 10200, Thailand

International: Attn: Diane Fox or Paul Strasburg
P.O. Box 4543
Stanford, CA 94309, USA
Tel. 415-723-3228
Fax 415-725-1805
Telex: 3716433 VOLASIA

World Vision International
Vietnam: 214 Ba Trieu Street
Hanoi, VIETNAM
Tel. 267131
Fax 266294

International: Attn: Dr. Nguyen Duc
919 West Huntington Dr.
Monrovia, CA 91016, USA
Tel. 818-303-8811 / Fax 818-301-7787
Telex: 675341 WORVIS MROV

Others

Cooperative Services International
For Vietnam: P.O. Box 2956
Bangkok 10501, Thailand
Tel/Fax 662-258-7769

International: Attn: James E. Hampton
P.O. Box 6841
Richmond, VA 23230, USA
Tel. 804-254-9418
Telex: EASYLINK 6200400

The Economics Institute
International: 1030 13th St.
Boulder, CO 80302-7306, USA
Tel. 303-492-3000
Fax 303-492-3006
Telex: 450385 ECONINST BDR

Intensive English Language Institute, SUNY Buffalo
International: Attn: Dr. Stephen C. Dunnett
3200 Christopher Baldy Hall
State University of New York
Buffalo, NY 14260, USA
Tel. 716-636-2077
Fax 716-689-4130
Telex: 9102401603 IELI SUNY AB

Overseas Service Bureau
International: P.O. Box 350
Fitzroy VIC 3065, Australia
Tel. 61-3-419-1788
Fax 61-3-419-4280

U.S. Committee for Scientific Cooperation with Vietnam
International: Attn: Dr. Judith Ladinsky
U. Wisconsin, Dept. of Preventive Medicine
1300 University Ave., 109 Bradley Hospital
Madison, WI 53706, USA
Tel. 608-263-4150
Fax 608-262-2327
Telex: 3797422 UOFWISC MDS USA

For more information, contact the following:

Ms. Douan Hue Dung
Deputy Director
Center for Foreign Languages
University of Agriculture & Forestry
Thu Duc
Ho Chi Minh City, Vietnam

Ms. Dang Thi Huong, Dean
Faculty of English
University of Ho Chi Minh City
12 Dihn Tien Houang, Distr. 1
Ho Chi Minh City, Vietnam

Mr. Phan Hoang Quy
Associate Dean, Faculty of English
University of Education
280 An Duong Vuong, Distr. 5
Ho Chi Minh City, Vietnam

Mr. Dang Cong Ly, Rector
Danang Teacher Training College
17 Le Duan
Danang, Vietnam

Mr. Tran Xuan Thao
Director, Foreign Language Center
Hue Teacher Training College
14 Phung Hung
Hue, Vietnam

Mr. Pham Minh Cuong
Vice Rector
Hanoi Foreign Language College
Thang Long St., Cau Giay
Hanoi, Vietnam

Mr. Nguyen Phuong Suu, Head
International Relations Office
Hanoi Teacher Training College
Thang Long St., Cau Giay
Hanoi, Vietnam

Ms. Nguyen Chi Mai
Vice Director
Foreign Language Center
National Economics University
Giai Phong St., Dong Da
Hanoi, Vietnam

Dr. Charlie Ritchie
Vietnam Deputy Director
1855 C Austin Bluffs Parkway
Colorado Springs, CO 80901
Tel. 719-528-5856
Fax 719-528-1667

Dr. Vi Marie Taylor
EFL Consultant
Cooperative Services International
7703 Long Point
Ausin, TX 78731
Tel. 512-343-7650

Jonathan Cortes, Executive Director
Care Corner Limited International
235 Toa Payoh Lorong 8
#01-104 Singapore 1231
Tel. 65-256-1622
Fax 65-256-9865

Australia

AUSTRALIA

By Ivano Buoro

▼ Background

Australia, an independent, Western democracy with a population of 18 million, is the only nation that occupies an entire continent. Its economy is diversified and is characterized by large–scale resource development, highly productive agriculture, and a wide range of manufacturing.

Like Canada, Australia is a federal constitutional monarchy, consisting of six states and a number of internal and external territories. The biggest states—New South Wales (NSW), Victoria (VIC), and Queensland (QLD)—occupy the eastern seaboard and include the major cities of Sydney (population 3 million), Melbourne (2.5 million,) and Brisbane (1.2 million). There are two other cities with populations of over 1 million—Adelaide in South Australia (SA) and Perth in Western Australia (WA). Since Australia is 75% urbanized, most teaching positions will be found in these cities.

The climate ranges from tropical in the north to temperate and alpine in the south. One third of the continent is desert and most of the rest is grassland. Since most of the population is concentrated in rainier areas along the Eastern Seaboard and in the south, many parts of the country are untouched and maintain their physical beauty.

▼ Official Language(s)

While not mandated so by law, English is effectively the official language. Italian, Greek, Vietnamese, and Chinese are all important community languages, as are a host of others, all of which maintain a high media profile through the press, television, and radio. Their significance represents the country's commitment to a policy of multiculturalism.

▼ Public Sector Education

As Australia is an overwhelmingly English-speaking country, there is little EFL teaching that goes on in the public schools. For this reason, the bulk of this profile will deal with EFL in the private/semiprivate sector.

▼ Private Sector Education

Most EFL teaching takes place in ELICOS (English Language Intensive Courses for Overseas Students) centers. These are independent private schools or semiprivate schools attached to universities or colleges. All ELICOS centers share similar structures, and all their students are overseas residents. The information below applies to ELICOS schools.

○ Calendar/Class Schedule

Classes run the year round with schedules varying slightly to allow students some flexibility in attending 25 hours of class per week, a condition of their student visa. The peak season seems to be in the Australian autumn (January-March). Classes are generally held Monday-Friday during the daytime.

- EFL Program/Situation

  A director of studies usually determines the programs, prescribes the methodology, and chooses the texts. Students are generally aged 20-30, and their goals for their EFL studies vary almost as much as they do. As they will all be returning to their countries of origin, there is no fixed target level to which they aspire.

- Qualifications/Requirements for Teaching

  Teachers must generally hold a recognized teaching qualification (e.g. MEd, MAT), plus (or including) an appropriate TESOL qualification (e.g., RSA Certificate). An alternative is a recognized degree/diploma (e.g. BA), at least 800 hours classroom teaching experience, plus a TESOL qualification (e.g., RSA Certificate).

  Only Australian and/or New Zealand residents or people obtaining a work permit from an Australian mission overseas can be legally employed in the country. The one exception to this rule is for persons holding a "Working Holiday Visa," who may work for up to a year. Presently citizens of Canada, the U.K., the Republic of Ireland, Japan, and the Netherlands who are between the ages of 18 and 31 may obtain this visa easily. Others may apply but must show that the granting of such a visa would be beneficial both to the applicant and to Australia.

- Class Size/Hours of Instruction

  Classes vary in size, but there is an industrywide regulation that there be no more than 18 students in a class. Typically classes are between 10 and 15 students.

- Materials Used

  All types of TEFL materials are readily available for purchase in large cities and by mail order for smaller urban centers. Although there is a preference for Australian materials, British and North American publications are also widely used.

- Equipment/Library Facilities Available

  English language schools usually have resource libraries for teachers and students. Sizes vary between institutions from tens to thousands of titles. Obviously, larger schools will tend to have greater resources for teachers to use. Most schools will have the following resources: books, audio and video cassettes, VCRs, OHPs, computers, and language labs. Staffrooms will normally be equipped with desks, chairs, typewriters/computers, telephones, kitchen facilities, etc.

- Prevalent TEFL Methodology

  The communicative approach to language teaching seems to be by far the most popular in Australia today. There are endless variations from structural/grammatical to functional. The grammar/translation method has long been out of fashion.

- Pay Scales/Working Hours/Class Loads

  Presently, pay for teachers is on a national award basis, which is determined at the national level by agreement between employers and teachers through a federal government wage-fixing tribunal. However, there are moves toward enterprise bargaining—school- or industry-based pay scales determined by agreement between individual schools and teachers. Current salaries for EFL teachers range from

AUS$26,175 to AUS$38,950. The average salary in Australia is AUS$25,000. At present AUS$1.00=US$0.70. Nonsalary benefits include 4 weeks annual leave, retirement, and national medical insurance, for which there is a minimal charge. All teachers are paid on the basis of their qualifications/experience, without regard to nationality.

❍ Issue of Concern/Interest

Australian society is a melting pot of nationalities that operates in relative harmony. This is true for the whole country but is especially apparent in the larger cities like Sydney and Melbourne, which are both made up of people from over 120 ethnic backgrounds. Multiculturalism, the policy that encourages contribution to a single society by peoples of various ethnic/cultural backgounds, has been very successful in Australia, whose self-image is changing from an Anglocentric one to a self-constructed and self-assured multicultural one.

❍ Other Options

ESL teaching for non-English–speaking immigrants forms an integral part of the Australian education system. The Australian Migrant Education Service (AMES) is the largest provider of instruction for immigrants. This government service is state-funded rather than federally funded. Some ESL teaching is also carried out in the Technical and Further Education (TAFE) Colleges, which are similar in function to community colleges.

▼ **Contact Information**

The ELICOS Association of Australia is an organization that may be able/willing to forward contact addresses of more than 50 schools around the country. The *EA Journal* is published by ELICOS twice per year.

For more information on ELICOS, the schools it represents, and *EA Journal*, contact the following:

ELICOS Association
Secretariate
P.O. Box 30
Pyrmont, NSW 2009
Australia
Tel. 61-2-660-6455
Fax 61-2-552-3273

The New South Wales Adult Migrant Education Service (NSW AMES) can be contacted with regard to employment in TAFE Colleges in NSW. They will probably respond with contact addresses for AMESs in other states, as well.

NSW Adult Migrant
Education Service
P.O. Box 1222
Darlinghurst, NSW 2010
Australia
Tel. 61-2-289-9222
Fax 61-2-281-9682

New South Wales Association of English to Speakers of Other Languages (A.T.E.S.O.L.)
Patricia Spring
3A Edward Street
Gordon, New South Wales
2072
Australia
Tel. 61-02-4193857
Fax 61-02-4992127

Victoria Association of TESOL and Multicultural Education (VATME)
Maree Dellora
23 Labassa Grove
North Caulfield 3161
Victoria
Australia

Europe

Albania

by Patricia Whitelaw-Hill

▼ Official Language

Albanian is the national language; it is also spoken by ethnic Albanians in Kosovo in Serbia and in southern Macedonia. Albanian is the Thraco-Illyrian branch of the Indo-European family of languages. It consists of two dialects: Gheg, in the north and Tosk, in the south. Tosk is the official language.

Italian is understood, if not spoken, by almost everyone in the country, and Greek in the area near the Greek border. English is the dominant language in the schools; other languages include French, German (newly introduced to foreign language middle schools and universities), Russian (rapidly dying out), and Italian, in a few formal programs in some schools.

As Albania opens after 50 years of isolation, English is considered the foreign language of choice and learning English has become a national mania. Improving the English teaching curriculum in the school system is a priority in the Ministry of Education. However, just as English skills are becoming important for the development of the country, teachers are leaving the schools because of the inadequate pay and the employment potential for English speakers by foreign organizations.

▼ Public Sector Education

○ Calendar/Class Schedule

The school year normally begins at the beginning of September and ends in June. The opening of schools has been delayed for the last 2 years due to material and organizational problems. Teachers normally teach 24 hours a week in the middle schools and 15-18 hours a week at the university level.

○ EFL Program/Situation

Texts and curriculum are set by the Ministry of Education. Foreign language teaching begins in Grade 5 of elementary school (an 8-year program) and continues during 4 years of secondary school. It is also studied for the first 2 years of university study. English is the most popular foreign language studied and is being given priority by the Ministry of Education.

Although there are few opportunities to use English outside the classroom, many towns have received missionaries, and foreign visits to Albania have greatly increased during the past 2 years. VOA Europe is broadcast in Tirana, and this will probably be extended to the rest of Albania in the future.

○ Qualifications/Requirements for Teaching EFL

English teachers have been trained at special foreign language middle schools. Most

secondary school English teachers and all university professors have also graduated from the English Chair in the Foreign Language Faculty of the University of Tirana. Teachers are required to attend a summer course every 3-5 years to upgrade their teaching skills. There are no nationality restrictions.

- Class Sizes/Hours of Instruction

  Classes have an average of 15 students and meet for 3 hours a week at the primary, secondary, and university level. Pupils at the Foreign Language Middle School and the English Chair at the university take an average of 14-18 hours a week in English.

- Materials Used

  Materials previously used have been developed in Albania without recourse to modern methodology. Consequently, the best-known and most popular text is *Essential English*, a course published in Great Britain in 1947. At the moment, schools are operating without text materials in most subjects, including English. There is no national policy about the use of British or U.S. materials.

  The Feed the Children organization has donated thousands of books to most towns in Albania. Unfortunately, these are text materials designed for native speakers or for courses in British school, and are difficult to adapt to the needs of Albanian students.

- Equipment/Library Facilities

  Schools lack what would be considered basic equipment in the U.S. The typical classroom has no heat or electricity and the windows are often broken. There are benches with attached desks for the students. There may or may not be a table for the teacher. There is usually a blackboard, which ranges in quality from functional to unusable. There seems to be an adequate supply of chalk, but teachers make their own erasers. There are no duplicating facilities available in most towns in Albania, although there might be photocopiers donated by the Soros Foundation in universities and foreign language schools.

- Prevalent TEFL Methodology(ies)

  Methodology has been essentially grammar-translation. The Direct Method was mandated at the foreign language middle schools; however, there was de facto permission to use *Essential English* as well.

- Pay Scales/Working Hours/Class Load

  Teachers make the equivalent of about $20-25 a month, not considered adequate to live on. The Ministry of Education has no money for salaries for expatriates; consequently, the few expatriate teachers in the country are funded by outside sources.

- Problems/Issues of Concern

  There is a massive reorganization occurring in English teaching, as well as in all aspects of Albanian society. It is an exciting and exhilarating time to be here, but foreigners must be prepared to cope with the local conditions. Finding adequate accommodations has been extremely difficult, although it seems to be getting easier as privatization of apartments proceeds.

▼ Private Sector Education

There is no organized private teaching here. Virtually all English teachers around the country supplement their income by giving private lessons.

Bosnia

by Elizabeth Asbury

▼ Official Language

During my year in Sarajevo, the language spoken over the greater part of Yugoslavia was Srpskohrvatski/Hrvatskosrpski (Serbo-Croatian). The people of Slovenia and those of Macedonia speak different languages. Serbo-Croatian has three dialects; the dialect was most widely used. The country as I knew it no longer exists, and I do not know the name of the language now spoken in Sarajevo; certainly in 1991, no one spoke of Bosnian although they may today.

▼ Public Sector Education

○ Calendar/Class Schedule

The students in public schools followed a European school calendar: October-June. There were four holidays, apart from summer: 29 November, New Year's Day, Winter Break (15 January—15 February), and May Day. Classes in the primary schools were similar to those in U.S. schools. In secondary school, the students took many more courses than U.S. high school students; the courses met several times a week.

○ Levels of Compulsory English

I had the opportunity to observe beginning-level EFL classes at a secondary school in Sarajevo. The 30 students were the age of sixth or seventh graders and were taking a required foreign language class. They had the choice of German or Russian (in other parts of the country they would not have been able to choose). I believe that the language then became compulsory for the remaining 6 years of school. The textbook that the teacher used in class had been chosen by the Ministry of Education, and she followed a prepared/prescribed curriculum. The course included the use of an audiocassette. The teacher taught the class in English; she also did the majority of the talking. The students did a tremendous amount of repeating as a class; they also worked individually, pairing with others only for dialogue exercises. I suppose that the method was a type of audio-lingual.

○ Use of English Outside the Classroom

Students of English living in Sarajevo had the opportunity to use the language. The American Center operated a popular lending library and offered films on a regular basis; CNN could be seen daily in the Center's video room. U.S. films were often shown in one of the city's cinemas and were regularly broadcast on Sarajevo television. And there were tourists in Sarajevo. I would often hear English spoken in the streets, cafes, and restaurants of the city.

- Qualifications/Requirements for Teaching

I do not know of any specific requirements for the teaching of EFL in Bosnia. Fifty percent of the students at the University of Sarajevo who majored in English (literature and language) would become teachers of English. I knew of one methodology class offered in the prescribed sequence of courses; given to the fourth-year students, it was immensely unpopular but required for all. Restrictions for foreign teachers included standard visa and working permit problems.

The remaining section of this report will be dedicated to the experience of teaching at the university level, as that is what I did in Sarajevo.

The Department of Foreign Languages at the University of Sarajevo maintained positions for foreign lecturers: U.S., British, French, German, Italian. Within the Department of English, the U.S. position was reserved for the Fulbright lecturers assigned to Sarajevo. The U.S. and British lecturers worked exclusively with the first- and second-year students. I was given a great deal of freedom in regard to what I taught and was left entirely on my own to plan the curriculum. The 2nd-year students were required to pass a composition exam, so I was asked to focus their course on academic writing skills. I was also asked by Dr. Levinger, the Dept. Head, to lead a weekly 2-hour American Civilization conversation class for the entire 2nd-year, a group of more than 60 students. The 1st-year students were divided into four sections; we met once a week for a language/culture enrichment course to work on oral/aural skills. Outside reading and writing assignments were given.

- Materials Used

All of the materials used in class had been imported, either by myself or previous Fulbright lecturers. Over the years, the collection of TEFL books stored at the American Center for the Fulbright lecturers had become rich and varied. There was very little available in local bookshops, and ordering books from abroad was a logistical nightmare. Materials available were expensive or woefully out of date. The texts that I saw which had been produced in-country were not good. I was often able to photocopy articles and exercises at the American Center; a pay-per-copy copier also existed at the University's kiosk. Students were willing to copy materials themselves, but only begrudgingly. The preferred method was note-taking from lectures, and they were surprised by the active participation required of them in class.

Of the faculty who had studied abroad, the majority had been in England. There was a preference among the faculty for the British RP dialect as well as British materials; the students seemed to prefer the U.S. version of both. The university had an ancient stencil machine and a staff to run it. A manual typewriter was sometimes available in the departmental office. At least 3 days were required to request and receive stencil copies. Classrooms were equipped with chalk, blackboard, and a wet rag. The library, for all intents and purposes, was not of interest. The stacks were closed and the limited number of nonpilfered books was small and limited. Audiovisual equipment at the faculty was neither seen nor heard of. I was fortunate to be able to depend on the library and audiovisual equipment at the American Center.

I know that the British lecturer and I worked longer hours than the most junior of the entire faculty.

❍ Pay Scales/Working Hours/Class Load

Our salaries were paid by our sponsors (Fulbright and the British Council), and they were high in comparison to other faculty. The Department of English found funds to compensate us for our extra hours. It did not amount to much, but the effort was greatly appreciated. Health care was complicated and seemed inadequate; Fulbright lecturers were requested to undergo a medical exam before becoming eligible for a "health card." I took the advice of previous lecturers and found a private doctor.

❍ Problems/Issues of Concern

When this horrible war is over, I know that Bosnia will be in need of English teachers and materials. The work will be very difficult and very rewarding. Fulbright was in the process of phasing out the TEFL position in Sarajevo; I hope that they can be persuaded to reestablish it. The United States Information Agency had an English Teaching Fellowship slotted for work with teachers in Sarajevo and the region. The addresses that I list in Sarajevo may no longer be of use as the buildings may no longer exist.

▼ **Contact Information**

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Franje Rackog 1
71000 Sarajevo, Bosnia

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as above

Mrs. Jelena Kovacevic
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71000 Sarajevo, Bosnia

Bulgaria

by Suzanne Robertshaw

▼ **Official Language(s)**

The official language of Bulgaria is Bulgarian, a Slavic language. Everyone in the country speaks it, and there are two ethnic minorities who also speak other languages: Roman-speaking Gypsies and Turkish-speaking Moslems, although not all Moslems speak Turkish as a first language.

After the Second World War, Russian was taught in elementary school starting at the age of 8. Consequently, most Bulgarians can communicate in Russian, which is similar linguistically to Bulgarian. In fact, all Bulgarians who attended school should be fluent in Russian, but they aren't. Those Bulgarians who attended one of many 5-year foreign-language–medium high schools are fluent in a third European language (English, French, Italian, German). My 1st-year students in the English Philology department at Sofia University were superb in English, but poor to mediocre in Russian.

▼ **Public Sector Education**

❍ Calendar/Class Schedule

The academic year starts at the beginning of October and finishes its first term at the end of January, when students take exams for courses (most often two-term, i.e., year-long courses). Second term starts the last week of February, and classes end at the beginning of June, with final exams from mid-June to the end. Entrance exams, for the incoming freshmen, are given by the respective departments and colleges in the summer. Primary and secondary schools follow approximately the same schedule. The communist era left its mark on the holiday calendar; 1991-1992 was the first year that Sofia University had a vacation between Christmas and New Year's Day.

❍ EFL Program/Situation

The Ministry of Education in Bulgaria oversees instruction at primary, secondary, and tertiary levels. After the economic and political opening of Bulgaria in 1990, a Ministry of Higher Education was created, but disappeared as the former Ministry of Education (for all levels) reemerged in 1992. The Ministry controlled which textbooks were used nationwide in the primary and secondary schools. Only since 1991 has the Ministry arranged with British and U.S. publishing houses to print Western textbooks in country to use in the schools, and to sell in bookstores and bookstalls. Textbooks such as *Side by Side* can be bought for 1/10th the price charged in the U.S.; they have been printed in Bulgaria and, as such, are much more affordable.

❍ Use of English Outside the Classroom

The opportunities to use English outside the classroom increase as time goes on. Listening input from radio grew astronomically just as I arrived in Sofia in 1991, when VOA Europe (pop music with sprinklings of culture and news), BBC, as well as Radio France, and Deutsche Welle started broadcasting on FM; this unfortunately occurred only in Sofia. BBC and VOA have long been available on shortwave, which remains the sole source of constant, ever-changing English input for most people in the rest of the country. Satellite dishes enable some hotels and technical schools and the economically well-off the luxury of a few European channels, including CNN and Sports Network. Foreign language movies were increasingly shown on one of the two (state-controlled) television networks, as well as in the movie theaters, where they were most often subtitled. Private video-theatres showed untitled films, accompanied by a simultaneous translation in Bulgarian. The chance to engage in conversation with a foreign tourist in Sofia is not as great for Bulgarians as it is for Czechs in Prague, but it does happen. Some of my students wrote about such encounters in their listening logs; we also practiced starting and keeping a conversation going in class, just in case! More and more students and graduates of English departments can find jobs teaching, interpreting, and translating in both the public and private sector, as financial, political, and social ties to the West expand.

❍ Qualifications/Requirements for Teaching

In the past, foreign nationals teaching EFL in secondary schools needed to have a degree from the English Philology (i.e., Linguistics and Literature) Department of one of the

three main universities. However, with the exodus of qualified EFL teachers from the school system to the private sector, the public schools have been less rigorous in applying these standards. At the same time, the graduates of retraining programs (former Russian teachers, and unemployed professionals, many of whom graduated from English language secondary schools) are often placed in elementary schools, as their summer to 1-year-long course is not deemed equivalent to the 5-year philology degree that most teachers have.

For the foreign national applying for teaching positions in Bulgaria, the requirements depend on where the teacher will end up working. The Fulbright positions in the philology departments in Sofia and Veliko Turnovo have always asked for PhD degrees; I was encouraged to apply because of my extensive experience, even though I do not have a doctorate. I was the first Fulbright in applied linguistics; previously, literature and linguistics professionals were accepted by the department and forced to teach the Practical English course, and through 1990, not allowed to teach their specialties. The practical English section of the department was overjoyed to have a kindred soul, someone whose sole goal was to work with them. It may be that the job description will change; or the linguists and literature professors may demand that they get people in their field, who, after the opening, can now actually teach what they are trained to.

The Peace Corps has positions in secondary schools across the country; they require at least a bachelor's degree, with experience in tutoring/literacy work. Several of the volunteers had master's degrees in English, but with no EFL training or experience. Two of those started out in secondary schools but were transferred to a university philology department.

British Council and IVS teachers are in secondary schools; they do not need an advanced degree, unlike the British Council lecturers at the universities and the teacher training college in Sofia, who had master's degrees in applied linguistics and abundant overseas experience.

- Class Sizes/Hours of Instruction

Classes in the university theoretically had 20 students each; the lax attitude towards attendance meant that the only time you really had to deal with the full complement was the last week of classes, when students came to have their books (a walking transcript of sorts) signed by professors. All schools are on split shifts, to use the same space for twice as many people. It could be said that Sofia University is also on split shifts, as students from each year go either in the morning or the afternoon, but rarely both (unless to attend class for one of the rare electives outside the students' department). Fall term I taught both 1st and 2nd year students; I therefore was at the university in the morning on one day and in the afternoon on another. Spring term I had only 1st year students, so I spent mornings at home. The same would go for teachers in the primary and secondary schools. My children were attending the Department of State (K-8) school, perhaps the only one not on split shifts in the whole country.

- Class Sizes/Hours of Instruction

  Most of the junior faculty in the English Department taught five courses each term; each course met once a week for 75 minutes (the equivalent of two 40-minute hours). The five foreigners (two Fulbright, two British Council, one British contract) were each given eight courses. By the end of the 1st month, we were all aware of the discrepancy, and by Christmas, the department chair had decided that our spring term load would be reduced to five courses. Clearly the department had decided to make up for their shortage of teachers by using us, perhaps justifying themselves by how much nonteaching work the full-time Bulgarian faculty have. The problem was that all of us, save one, were just as involved in other work (the Applied Linguistics Research Section, an Applied Linguistics course, directing the East European Studies program, teaching an Environmental Studies course in the program) for which we were not being given credit. In secondary schools the load, at least in Sofia, was heavier than ours. One British Council secondary school teacher was probably giving at least twenty-five 40-minute classes to my 16.

- Pay Scales/Working Hours/Class Load

  All expatriate teachers who sign a contract with a foreign organization receive two salaries: the normal pay given to nationals, and a supplement (dollars or pounds) in their accounts at home. If I had come alone, I would have stayed in the one of the two one-bedroom apartments that were reserved by the Ministry for Fulbrighters in the English Department. But since I came with two young boys and a husband, I couldn't. Luckily my husband's grant (IREX) stipulated that the Bulgarian National Academy of Sciences provide housing for him. They paid 5,000 leva for our small but well-furnished, newly renovated two-bedroom apartment that was within a 5–minute tram ride from the University. My salary was 1,000 leva when I started, and was raised to about 2,000 in January of 1992, and my husband's was the same, so if we had had to pay that rent, we would have been dipping into our U.S. bank accounts much more than we actually did. Foreigners are expected to pay rents that are 5-10 times what Bulgarians pay, because it is assumed that they have other salaries. Coming to Bulgaria on a contract without housing supplied and with salary paid only in leva is almost impossible, unless you have access to housing at Bulgarian prices. I was always amazed to see how my Bulgarian colleagues could make it from one month to the next. Most of them (along with the rest of the country) depended heavily on canning vegetables grown on a plot of land outside Sofia, or even less conveniently, in the countryside hundreds of kilometers from the capital.

- Materials Used

  Most Bulgarian-produced textbooks used prior to the 1990 opening were grammar-translation; the Ministry of Education has now contracted with British publishers to use certain textbooks in the secondary school system. USIA has arranged to have some U.S. methodology textbooks and a few series (*Interchange*) printed in Bulgaria as well, although these became available too late to be adopted by the Ministry for the 1992-1993 school year. Bookstalls had copies of *Side by Side* (pirated?) in fall 1991, and more

dictionaries and other Western textbooks appeared each month. Oxford now has an office in Sofia; I ordered directly from them. The rule in Bulgaria seems to follow the trend in the rest of East/Central Europe, as British publishing firms make more publishing/printing arrangements with local publishing houses than U.S. firms do. Also, the Know-How Fund enables certain reference and textbooks published in England to be sold in Bulgaria at locally affordable rates. At the first Bulgarian IATEFL conference in Sofia in May 1992, most British firms were there in force; USIA was the only U.S. publisher there, even though all the U.S. firms were aware of the conference. Perhaps this is due to the relationship between the British Council and British publishing firms, which encourages marketing of their products in Council centers all over the world.

- Prevalent TEFL Methodology(ies)

  Most students and teachers were used to the grammar-translation method of teaching and learning English, in part, perhaps, because of the scarcity of opportunities to listen and speak in English during the Communist era. When I asked my students to go to the tiny reading room at the U.S. Embassy every week, they were shocked. Just a few years before, their names would have been put on a list and stored in the secret police files. Friends of mine had specially padded doors in their apartment, mostly because their parents didn't want the rest of the apartment block to know that they listened to the BBC and Radio Free Europe. Changing the culture of suspicion takes time, but students in Sofia now grow up hearing English so much more than their slightly older colleagues (and their professors) did before. Not only are the BBC and VOA broadcast on FM (you can hear the U.S. Top 40 on every street corner in Sofia, coming from the kiosks), but university students have access to the three British Council libraries, and anyone can go to the new USIA cultural center on the main shopping street, Vitosha.

- English Use Outside the Classroom

  Now that students have more access to English in their everyday life, their willingness to be more active in their classroom learning may increase. Teachers may also be more prone to include communicative activities in their classes, especially if they are the lucky enough to have British or U.S. textbooks in their courses. I felt varying degrees of reluctance to change teaching and learning habits in both my students and my colleagues in 1991-1992, although students appreciated the chances I gave them to listen and speak to each other and watch the Western media. Surprisingly, much of the resistance to the new, integrated skill approach to practical English teaching has come from the linguistics and literature faculty members in the department, not the practical English teachers. Also, as Sofia University revamps its English entrance exam, secondary school teachers are questioning the washback effect that the lack of translation will undoubtedly have on their own teaching in the future.

- Equipment/Library Facilities

  Sofia University is relatively well-equipped now; a British Council-funded library has been open since late spring 1992. All the British books in the tiny, attic-of-a-department library are now in the new facility, and the American Embassy gave funding to get U.S. books recataloged as well. There are five multisystem VCRs and 30 or so British videos,

and 15 U.S. videos for students to view. The three Austrian-donated language labs are functional, but very basic. I held all my listening/speaking (later to become oral communication, then in 1992-1993, integrated skills) classes in the lab, so I could use tapes of NPR (National Public Radio; based in Washington, DC) broadcasts I had brought along. The USIA Teaching Fellow program donated a VCR system and dual cassette boom box to the methodology department; I made use of it for showing videos to students before the new library was opened.

The elite technical high schools across the country are very well equipped, with such things as television monitors in each classroom. But the English language high school in Sofia could not supply us with a tape player when pilot-testing the new entrance exam. Surely teaching and learning outside the capital must be more difficult, as students cannot get the daily listening input from VOA or BBC, or go to the British Council or USIA library to get material for reading logs. Perhaps teachers cannot even count on having a tape player to use in their classroom.

▼ **Private Sector Education**

○ EFL Program/Situation

The number of private language schools is increasing every day. Sofia University has considered creating a board that would accredit them, as well as an exam that could be used as a qualification/diploma for those schooled in them rather than the traditional, public school and university programs. Pay for teachers ranged anywhere from 20 leva/40-minute hour to 100, depending on the school.

The University of Delaware/Bulgaria Coalition for Economics and Management Training, a U.S. AID project started in fall 1991, gives ESP lessons in conjunction with content courses through Sofia University. During its second year, most students come from different ministries, although some slots are left open for community residents. There is also a library open to the public, in which a substantial economics, management, and business library is complemented by a computer and video lab. Courses in general English are also given. Teachers come from the community and receive good pay.

Croatia

by Viktorija Lejko-Lacan

▼ **Official Language**

The capital of Croatia is Zagreb. The official language of the country is Croatian. The language of instruction is Croatian.

▼ **Public Sector Education**

English is the predominant second language on all levels of education. Learning a second language is compulsory, from the 4th grade of elementary school through the 12fth grade of high school. Instruction starts with 2 hours a week and increases to 3-4 hours a week. The Ministry of Education determines programs and chooses textbooks for all public schools.

○ Qualifications/Requirements for Teaching

In general, an English teacher must have a BA in English. The school year starts in September and ends in June. Class size is 26-34 students. Schools usually operate in two shifts: 8 am–1 pm and 1–7 pm. The teacher works one shift, 20–24 hours a week.

○ Materials Used

TEFL materials can be obtained or ordered through the foreign publications bookstore. Both the British Council Library and the American Center Library offer a good selection of ESL materials.

▼ **Private Sector Education**

○ Primary and Secondary Schools

Although chances of getting a job in public schools may not be very high, there are much better employment opportunities in private language schools (or private tutoring) for children and adults, at all course levels from beginning to advanced, in ESP and Business English as well. The schedule varies; classes are held in the morning, afternoon or evening, but a teacher does not work more than 20-22 hours/week. There are several language schools in Zagreb and other major cities. In addition to their own textbooks, they use numerous British and U.S. textbooks to fit the wide variety of courses. The prevalent method of instruction is the communicative approach.

▼ **Contact Information**

Croatian Association of Teachers of English (CRO-TESOL)
Vera Krnajski-Hrsak
Avenija Vukovar 232
Zagreb, Croatia 41000
Croatia

The Czech Republic

by Rich Rosenberg

▼ **Background/Overview**

The Czech Republic is divided into Bohemia, Moravia, and Silesia. Having roughly the same latitude as that of the Canadian/American border, the country has a decidedly continental climate with short, hot summers and cold winters. There is a wide variety of landscapes, from alpine areas on top of the mountains to wetlands in Moravia and southern Bohemia. The north of the country has high mountains that offer recreation, sport, and food (particularly mushrooms), but that are unfortunately suffering from the effects of acid rain. The west is renowned for its spas and the south for its architectural wonders, many navigable rivers, and the Sumava mountains. Of deserved international renown are the large number of gourmet beers brewed (and consumed) throughout Bohemia.

▼ Official Language(s)/Linguistic Information

The language used in official functions, at the university, and in the media is Czech. Until the present it has also been possible to use Slovak, which is understood by Czech speakers and vice-versa, for official purposes.

The most important event in Czech history, in terms of language teaching, occurred in November 1989—the Velvet Revolution. Before that time foreign language instruction focused on Russian, obligatory as a second language in public schools. The revolution allowed students to opt for other languages, subject to the availability of teachers. The subsequent boom in demand for English has led to a shortage of qualified English teachers in many areas of the Republic.

The Czech language presents a challenge to any foreign language learner, particularly those of a non-Slavonic background. Its seven declensions, sounds such as a voiceless, rolled "r" unique to the language, and a host of soft palatals combine to make it one of the most difficult languages to speak.

▼ Public Sector Education

○ Calendar/Class Schedule

Primary and secondary schools start on 1 September (if this is not a Thursday or Friday) and break for Christmas on 22 or 23 December, returning on the first Monday of the new year. Apart from a number of shorter holidays, there is a week off for spring break—usually taken as a skiing holiday. Universities are in session for the winter semester from October to the end of December or mid-January. After a break of roughly 3 weeks, the summer semester begins in February and runs until late May or mid-June. There is a good deal of local variation due to weather. To save on heating bills, many faculties adjust their semesters to the severity of the winter. Exams start on 1 June; students who fail may re-sit the exams up to three times.

○ EFL Program/Situation

The Ministry of Education in the capital Prague sets the basic curriculum. Language classes in general start in primary school for students of 10-11 years. A program of extended language teaching starts students learning English from 9 years. The Ministry also puts out a list of "approved" texts (i.e., ones that are paid for by the Ministry and lent to students), as opposed to "unapproved" texts (which must be bought by the students). Currently on the approved list are the Czech-prepared *Anglictina* and locally printed versions of *Project English*, *Cambridge English Course*, *Headway*, and *Compass*, among others. Important to mention are the professional teachers' organizations. The largest of these is the ATECR (Association of Teachers of English of the Czech Republic). ATECR, an affiliate of both TESOL and IATEFL, organizes local, national, and international conferecnces, produces a newsletter, and provides support for a variety of professional activities for teachers and teacher-trainers throughout the country. For further information about ATECR and its activities/newsletter, contact PhDr. Jana Dvorakova, listed at the end of this profile.

○ Qualifications/Requirements for Teaching

There is no nationality restriction for teachers. Indeed, the first year or so after the revolution was marked by a large number of untrained native speakers teaching at all

levels throughout the country. The novelty of having a live native speaker soon wore thin, however, and schools now commonly require experience and qualifications. This is particularly true in urban universities. In 1992, for example, the Prague Office of Employment required an officially notarized copy and translation of an applicant's diplomas, in addition to the many letters and documents that are part of the long process of registering to work.

Czech teachers are required to be certified to teach English through completion of a course at an accredited university. However, the demand throughout the nation led President Vaclav Havel to grant an extension of 3 years to allow teachers to work while studying to be requalified. This extension was prolonged until 1995 as the demand for language teachers has far outpaced the numbers graduating from the new requalification programs and entering the profession. In this interim period, primary school teachers qualify after a 3-year program. Secondary English teachers must study two subjects and may teach up to 7 hours in other fields while enrolled in a requalification program. Standard training for secondary teachers takes 5 years, and a new "fast track" program trains primary teachers in 3 years.

- Normal Class Sizes/Teaching Loads

Languages are generally taught at primary and secondary levels in split classes, which means that there is an average of 15-20 students in a section. University classes can be larger, however, depending on the faculty and the focus of instruction. Some ESP classes, for instance, routinely have over 30 students enrolled in each section.

Teaching loads for primary and secondary school teachers vary from 21-24 contact hours per week. University instructors' class loads vary more widely, depending on the faculty and departmental responsibilities.

- Materials Used

In addition to the texts cited above for primary and secondary schools, universities have access—through British Council Access Centers and donated materials, the USIS library, materials donated through the USIS English Teaching Fellows program, Fulbright lecturers, Peace Corps volunteers, and other sources—to an impresssive range of materials. In addition, teachers often develop their own materials to supplement texts. However, photocopying is often difficult to access, too expensive, or unavailable.

- Equipment/Library Facilities Available

Overhead projectors and tape recorders are the most commonly available equipment. Some schools—particularly technical, economic, and/or business schools—have limited computer facilities. Video recorders are available at some schools, though many do not have sufficient funds for purchasing commercially prepared tapes. Larger universities commonly have computer facilities, access to which, however, is often restricted for language teachers.

- Prevelant TEFL Methodology(ies)

While teachers who have been trained in the last 3 years commonly use a communicative approach, many who have not had exposure to more recent methodologies employ traditional approaches, such as grammar-translation. Not unexpectedly,

teachers without training often have some difficulty using the new, communicative-oriented textbooks.

○ Pay Scales/Benefits

The salary of a primary or secondary school teacher ranges between 5,500 and 7,000 crowns (+/- US$200) per month before taxes. This rate is about half of what a skilled teacher could earn in the private sector. A challenge for administrators is how to keep skilled English teachers in the profession and to attract new graduates into teaching when they can earn significantly more in a private sector that not only values their skills but pays for them.

▼ Private Sector Education

With the increase in popularity of English has come a growth of private language schools offering a wide variety of languages for all age groups. There are private primary and secondary schools, some of which are bilingual. There is a plethora of new language schools of all sizes opening all around the country. These vary a great deal, of course, in terms of quality, reputation, and reliability. ESP instruction is one of the fastest growing areas, and there is an increasing number of private schools offering special programs of English for professional purposes (e.g. banking, engineering, marketing, medicine, law, etc.)

▼ Contact Information

For general inquiries concerning employment:

Akademicka Informacni
Agentura (AIA)
Dum zahranicnich styku
MSMT
Sendova namesti 26
11121 Praha 1
Czech Republic

For information about the ATECR and/or its newsletter:

Association of Teachers of English in the Czech Republic (ATECR)
Jana Dvorakova
Rytirova 776
143 00 Praha 4
CSFR 14300
The Czech Republic
Tel. 42-22-95951
Fax 42-22-91087

For information concerning primary school education:

Norbert Tlusty
Vice-principal
ZS Mladi 135
Praha 5 Stodulky 15000
Czech Republic

For language teaching possibilities outside Prague:

PhDr. Ivana Pekarova
English Department Head
Pedagogicka Fakulta VSST
Sokolska 8
46117 Liberec 1
Czech Republic

Germany

by Linda York

▼ Background

Germany has a climate similar to that of New York State. Average temperatures range from 0°C during the winter to 17°C in the summer. Nearby mountainous regions get a good amount of snow in the winter, and some places have their own ski resorts. During the winter, flatlands seem to be covered by fog all winter long.

▼ Official Language(s)

The official language is German.

▼ Public Sector Education

○ Calendar/Class Schedule

Students attend classes from 6 am to 1 pm Monday-Saturday, with every third Saturday off. The school year runs from August to late June or early July. There are 11 holidays a year and three 2-week breaks–in October, at Christmas time, and at Easter.

○ EFL Program/Situation

English is compulsory from the 4th year of school, and many schools require studies in a second and third language as well. Public schools are regulated by each Ministry of Culture in the individual states of Germany. It sets teaching requirements, recommends texts, and produces the final exams for college preparatory high schools.

Because English is the working language of the European Community, a German's chances of getting a good job and advancement often hinge on his/her English-language skills. Certificates of competency, such as the Cambridge Certificates, are coveted.

There is much opportunity to use the language outside the classroom. Language schools, language-study vacations, language clubs, and movie theaters that play foreign films in their original language abound and are wellattended. Many English language theaters put on English language plays and musicals.

○ Qualifications/Requirements for Teaching

The prospect for obtaining a job are not bright. Unemployment is at an all-time high, and the process of qualifying as a foreign-hire teacher is complicated and time-consuming. First, a prospective teacher can only file a foreign diploma in one state. Once the degree has been accepted, the applicant can only apply for jobs in that state. To apply for jobs elsewhere, the applicant must go through the same application process again. The process can take up to 8 months. Second, the applicant must prove that he or she has the equivalent of a university diploma in two or three fields of study that are recognized by the individual state.

Third, prospective teachers must pass two or three qualifying exams and prove their proficiency in German. Lastly, foreign-hire applicants are considered after German

citizen applicants. The only exceptions are members of the European Community (EC) and spouses of German citizens, who are treated the same as German citizens.

❍ Class Size/Hours of Instruction

The number of students per class varies, depending on whether the school is in an urban or rural area, but teachers can expect to have 20-30 students.

❍ Prevalent TEFL Methodology(ies)

Class instruction is almost exclusively in British English. Textbooks have a communicative format and incorporate songs, personal experience, role plays, and pair work. English textbooks and materials are available at bookstores. There are also several EFL publications, such as *Spotlight*, *World News*, and *Read On*, designed especially for ESL students, which discuss current events and provide translation of key words. English language newspapers, magazines, and books are also easy to find.

❍ Pay Scales/Working Hours/Class Load

Teachers start at DM30,000 a year. Instructors teach 23–26 hours a week, and are tenured after 2–3 years.

▼ **Private Sector Education**

❍ EFL Program/Situation

The private sector offers good opportunities for qualified instructors with an entrepreneurial spirit. Full–time, part-time or freelance contracts are available. Salaries range from DM15-55 per hour. Six weeks vacation pay, health insurance, and retirement benefits are always included in a full-time contract.

There are several language schools that are always looking for new teachers, but they do not pay well and expect teachers to be on call during certain days of the week or allow tutorial sessions to be cancelled on short notice, making it difficult for the teacher to predict how much he or she will make in a month or determine what kind of class load to take on.

Positions in vocational and technical training schools are harder to find but much more lucrative. Not many schools are willing to hire from overseas without an interview, and most do not pay travel costs. Freelance opportunities exist at large companies who hire from applications submitted directly to the company. Contact the local Chamber of Commerce for company addresses.

❍ Qualifications/Requirements for Teaching

Germany requires work and living permits. However, there is a catch-22. To get a living permit, foreigners must provide proof of employment. But the work permit office will not grant permission until it sees a living permit. Job seekers can avoid the entire hassle by finding freelance work in large companies that offer employer trainees, as work permits are not required for freelancers. The registration officer requires only a letter from the employer or copy of the contract. Those seeking part- or full-time work should expect to make several trips to both the registration office and the work permit office. Schools may have contacts in these offices who may be able to speed up the process.

Résumés

A perfect résumé is essential for getting an interview at a German firm. The résumé should be translated in German and include information such as marital status, parents' professions, and a photograph. Prospective freelances need not have high-level German-speaking skills, but have enough social German to wade through an interview. It is best to have copies of school (including high school) transcripts and translated copies of all diplomas.

Hungary

by Laszlo Vizsy

▼ Background

Hungary is located in Central Europe between Slovenia, Croatia, Serbia, Romania, the Ukraine, Slovakia, the Czech Republic, and Austria. It has 10.5 million people, a quarter of whom live in Budapest, the capital. Since the second largest city in Hungary has only 250,000 inhabitants, there is an unfortunate imbalance with Budapest being a primary city and the dominant centre. This imbalance has reached such a stage that it is often difficult, for example, to find qualified people to work for universities outside the capital. Budapest itself is a modern European metropolis similar in style to Paris or Vienna (but of course on a poorer scale,) with good public transport, crazy driving, lots of pollution, and the river Danube dividing the city into two parts, Buda, the hilly western side, and Pest, the eastern plains.

▼ Official Language(s)

The official language of the country is Magyar. There is no second language used, though ethnic minorities maintain their linguistic heritage by using their own languages among themselves. Apart from what is taught in ethnic schools, the language of instruction in schools is Magyar.

▼ Public Sector Education

○ Calendar/Class Schedule

Primary and secondary schools start around September 1 and end in mid-June, with week-long vacations at Christmas and Easter. Colleges and universities have two terms: from mid-September to mid-December and from February to mid-May. Classes are held between 8 am and 4 pm.

○ EFL Program/Situation

The autocracy of the Hungarian Ministry of Education (MINED) was prevalent in all fields of education until 1990. It used to have overwhelming power in prescribing curricula and textbooks in primary and secondary schools. Tertiary schools, however, although partially funded by MINED, have always retained a degree of autonomy in their relations with the Ministry. Changes in the political arena have brought about changes in education as well. Now schools have greater freedom in choosing textbooks and deciding what to teach. The Ministry has passed on much of the financial burden of supporting public education to city and district councils. These councils are often reluctant to put money into education, so most schools are in serious financial trouble. An exception to the rule are the few high schools that rely on private or corporate funding and have launched experimental programs that combine primary and secondary education. Also better off financially are dual language schools where instruction is in English.

In addition to other Western languages, English is offered as an elective at all levels of education. One foreign language is compulsory from Form 5 (age 11) onwards; in secondary schools (ages 14-18) often two foreign languages are taught. English is the most popular choice, and schools cannot meet the demand at the moment.

With the influx of businessmen and educators from the U.S., Hungarians now stand a somewhat greater chance of having to communicate in English, though contact with native speakers mainly affects students and people working for joint venture companies. There are also English language cable programs on TV.

- Qualifications/Requirements for Teaching

Under the Education Act, teachers in public sector education must hold a degree in EFL to be able to teach. However, this provision is often ignored due to a shortage of English teachers, and schools, especially on the primary level, often hire people who passed nothing but a state English language exam. To work for a college/university, a university degree is required; for native speakers of English this can usually be in any field. A work permit is not required to work at a university, but is at a school, although it is not difficult to get one. There are no nationality restrictions.

- Class Sizes/Hours of Instruction

Class sizes vary from school to school, but the average tends to be 20-30 for primary/secondary and 5-20 in tertiary education. Elementary and high school students have an average of 4-6 lessons/day, 5 days/week. Because college and university students have a good deal of freedom in choosing their classes, it is difficult to furnish exact information for them. But normally language classes have 13-20 students, and typically there are 4-6 classes a week.

- Materials Used

Teachers use coursebooks and supplementary materials produced both in Hungary and in Britain. It is more or less up to the teacher to decide; some British series (e.g., *Strategies Streamline*) have been published in Hungary as well and are therefore affordable. Original British materials are also available (most major publishers now have branches in Hungary), but the Hungarian equivalent of the British prices is very expensive. U.S. materials are not available.

- Prevalent TEFL Methodology(ies)

The ESL departments of the universities try to promote communicative language teaching, but would think that the dominant method is still grammar-translation. Native speakers of English are often required to give conversation classes without any specification of what these are. The Hungarian State Language Examination in English now has a strong oral component, the washback effect of which is gradually changing the traditional emphasis on grammar and translation skills.

- Equipment/Library Facilities

Most schools are well equipped with tape recorders, videos, computers, and sometimes photocopiers. The two major resource centers for students and teachers are the U.S. and British Embassy libraries. English departments in colleges/universities have well-equipped libraries.

- Pay Scale/Working Hours/Class Load

Non-Hungarian teachers usually have the same class load, duties, and working hours as their local-hire counterparts. Salaries vary a lot but usually are not very high ($200-$300 a month), especially in view of the very high rents for apartments in Budapest ($200-

$400 a month); rents are significantly lower elsewhere in the country. Schools often provide housing for expatriates as a nonsalary benefit. When this is not the case, the salary is higher to compensate for the added housing expense.

❍ Problems/Issues of Concern

The real problem about teaching in the public sector is making ends meet. Native English-speaking teachers (and Hungarian teachers too) often get around this by taking extra jobs (e.g., giving private lessons or teaching in private language schools as well) or doing some editing work for noneducational institutions. Another problem is that the Hungarian currency, the *forint*, is not convertible, though this might change very soon, and salaries are exclusively in forints. In view of this it is often a problem that air tickets are sold to non-Hungarian citizens only for "hard" currency. Nowadays, however, it is easy to get hard currency unofficially. Otherwise, native English–speaking teachers are appreciated and students tend to be eager to learn English.

▼ Private Sector Education

❍ EFL Program/Situation

Private sector education involves either teaching for a private language school (of which there is an abundance) or giving private classes (one-on-one or small groups). Class sizes in private language schools vary between 8 and 20. Most schools use British materials, and the equipment and facilities are good. Teachers are expected to follow some communicative methodology, but grammar cannot be neglected either. Salaries in the private sector are much higher than in the public sector and, indeed, this is where most native English–speaking teachers work. Working hours are around 15-20 hours a week. Many schools have their own EFL library for teachers and students to use. An accreditation system is currently being set up to evaluate their work and to help set standards.

❍ Employment

Most language schools employ native speakers and arrange housing for them. There is a tendency nowadays to hire qualified teachers instead of people off the street. In lieu of a TEFL or RSA degree, schools tend to consider experience in teaching EFL an acceptable substitute. Although recently there have been more native English–speaking teachers coming to Hungary, the demand for English is so big that there is a permanent shortage of English teachers, and this is not likely to change in this decade. Usually it is not possible to a range a job through correspondence (one exception is through the London-based International House organization, which has several schools in Hungary). However, once someone has made up his/her mind, it is quite safe to travel to Hungary with a tourist visa and start looking for something.

❍ Pay Scale/Working Hours/Class Load

Salaries are paid in the local currency. Class size and work load for teachers vary from one school to another.

The English Teaching Office of USIS/Budapest has compiled the following list of teacher-training universities, colleges, and dual language high schools, as well as the major private language schools in Budapest.

▼ Teacher Training Universities

Adam Nadasdy
ELTE Angol Tanszek
1146 Budapest
Ajtosi Durer sor 19-21
Tel. 153-4722 ext. 214

Zoltan Kovecses
ELTE Amerikanisztika
Tanszek
1146 Budapest
Ajtosi Durer sor 19-21
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Sostoi u 31/b
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Angol Tanszek
9701 Szombathely
Berzsenyi ter 2
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Sandor Komaromi
Comenius TKF
Angol Tanszek
3950 Sarospatak
Eotvos u 7
Tel. 41-11-978

Zador Tiborne
Csokonai TKF
7401 Kaposvar
Bajcsy Zs u 10
Tel. 82-19-001

Istvan Deli
Illyes GY TKF
Angol Tanszek
7100 Szekszard
Rakoczi u 1
Tel. 74-12-133

Viktor Nyilas
Kolcsey F TKF
4026 Debrecen
Peterfia u 1-7
Tel. 52-18-166

Dominika Gerhard
Debreceni TKLF
Angol Tanszek
5600 Bekescsaba
Bajza u 33
Tel. 66-26-144

Jozsef Vida
Kecskemeti TKF
Amngol Tanszek
6000 Kecskemet
Kaszap u 6-14
Tel. 76-21-444

▼ University-Affiliated High Schools

Apaczai Csere Janos
Gimnazium
1053 Budapest
Eotvos u 4/a

Sagvari E. Gimnazium
1088 Budapest
Trefort u 8

Radnoti M. Bimnazium
1146 Budapest
Chezar A u 10

Fazekas M. Gimnazium
1082 Budapest
Horvath M ter 8

▼ Dual Language Secondary Schools

Karinthy Frigyes
Gimnazium
Budapest
Thokoly u 7
1183
Tel. 178-7383

Magyar-Angol Tanitasi
Nyelvu Gimnazium
Balatonalmadi
Pf. 125 (Rakoczi u 39) 8220
Tel. 80-38888

Gardonyi Geza Gimnazium
Eger Csikys u 1
3300
Tel. 36-13626

Deak Ferenc Kettannyelvu
Gimnazium
Szeged
Jozsef A sgt 118-120
6723
Tel. 62-23616

Varga Katalin Gimnazium
Szolnok
Szabadsag ter 6
5000
Tel. 56-37810

Kodaly Zoltan Gimnazium
PECS
Dobo Istvan u 35-37
7629
Tel. 72-11145
72-11029

Apaczai Gimnazium
PECS
Apaczai krt 1
7632
Tel. 72-41913

Rakoczi Gimnazium
Sarospatak
Rakoczi u 1
3950
Tel. 41-11039

▼ Private Language Schools in Budapest

Asktiv Nyelvstudio
1051 Budapest
Harmincad u 3 IV/4
Tel. 134-5580

Arany Janos Nyelviskola
1067 Budapest
Csengery u 68
Tel. 111-8870

Babilon Studio
1137 Budapest
Szent Istvan krt 22
Tel. 131-4672

Bell Iskolak Kft
1022 Budapest
Tulipan u 8
Tel. 115-6259

Belvarosi Nyelviskola
1053 Budapest
Veres Palne u 26 III/13
Tel. 129-1920

Concord Nyelviskola
1085 Budapest
Jozsek krt. 64 III/2
Tel. 113-0725

Csili Nyelviskola
1735 Budapest
Pf. 73
Tel. 127-8630

Dialog Nyevstudio
1118 Budapest
Torbagy u 3 IV/15
Tel. 178-0895/173-6403

Trade Lingua
1097 Budapest
Ecseri u 3
Tel. 157-3166

Diskurzus Nyelviskola
1134 Budapest
Csango u 18
Tel. 120-8694

Egyetemi Nyelvstudio GMK
1085 Budapest
Makarenko u 18-22
Tel. 118-3998

Elo Nyelvek Szeminariuma
1053 Budapest
Fejer Gy u 8
Tel. 135-6154

Euro-School
1088 Budapest
Szent Kiralyiu 10
Tel. 138-1932

Europai Nyelvek Studioja
1088 Budapest
Szentkiralyi u 1/B
Tel. 137-1057/138-0730

Fokusz GM
1126 Budapest
Boszormenyi u 8
Tel. 173-2857/111-1788

Het Nyelv
1114 Budapest
Bartok Bela u 27
Tel. 168-2653

IHB Business Nyelviskola
1065 Budapest
Rudas L u 21

TIT Budapesti Nyelviskola
1088 Budapest
Muzeum krt 7
Tel. 118-6055

International House
Budapest
1053 Budapest
Cukor u 4
Tel. 118-4467

International Language
School
1022 Budapest
Bimbo u 7
Tel. 115-5275

International House
Language School
1054 Budapest
Bajcsy-Zsilinszky u 62
Tel. 111-1306

Kommunikator Studio
1113 Budapest
Bocskai u 21

Kontaktus Nyelvstudio
1073 Budapest
Lenin krt 40-42
Tel. 122-2598

Kulturinnov
1014 Budapest
Szentharomsag ter 6
Tel. 155-0122

Kvint-Lingua
1132 Budapest
Kadar u 11
Tel. 153-4748

Lingua Nyelviskola
1036 Budapest
Lajos u 142
Tel. 180-5870

Szo-Beszed Nyelviskola
1116 Budapest
Temesvar u 2
Tel. 181-3056

SLS Szuggesztoped
Nyeloktatasi Rendsz
1027 Budapest
Martirok u 50-52
Tel. 116-8442

Lingvarium
1023 Budapest
Lajos u 1

Lingvateka Nyelviskola
1118 Budapest
Nagyszalonta u 2
Tel. 127-7409

London Studio
1114 Budapest
Fadrusz u 12

Magiszter Nyelviskola
1118 Budapest
Radvany u 35/b
Tel. 185-0052

Voros Zsuzsa
1022 Budapest
Marcibanyi ter 5/a
Tel. 125-5759/151-5208/
115-0

Obuda Studio Gmk
1036 Budapest
Lajos u 119
Tel. 168-2531

Rekord Nyeklvstudio
1137 Budapest
Pozsonyi u 14
Tel. 125-7379

Relaxa Studio
1137 Budapest
Pozsoyi u 14
Tel. 112-15241
111-4377

Studium Nyelviskola
1088 Budapest
Szentkiralyi u 7
Tel. 185-2725

Poland

by Jean Zukowski/Faust

▼ **Background**

The person who is thinking of going to Poland to teach is considering becoming a part of a professional group of teachers. Poland is not third world; rather it is a country that h been held back, a country of great artistic and intellectual achievement. The leaders or Poland recognized many years ago that if Poland is to assume its place among the equal nations of the world, Poles will need to learn foreign languages, speak English, and talk to the world.

This need for foreign language is closely linked with access to information. For years Poland was denied information as a form of control over her own destiny. Now there is a great hunger for that information and for the right to full participation in the global community.

▼ **Official Language(s):** Polish, Russian, German, English

▼ **Public Sector Education**

Liceum Teaching: Most foreign teachers who teach at the secondary level teach in liceums. Foreign teachers are paid more than their Polish counterparts, so you cost the school extra money. If you are in a liceum, you are teaching students who are the educational elite; a small percentage of Polish children pass exams high enough to win places in these 4-year secondary schools, which are considered feeder schools for universities. Liceum students are between 14 and 19 years old. You are not likely to be working with many other foreigners in a liceum, although there are some foreign Polish teachers who are likely to teach at a number of schools and give many private lessons.

○ Qualifications/Requirements for Teaching/Methodology

Most Polish teachers are certified, which means they have college degrees and have passed national qualifying examinations. There are many who are up-to-date in their methodology, but some are very traditional and some are old-fashioned in their approaches. The grammar-translation and audiovisual methods may be prevalent. Classrooms tend to be teacher-centered.

○ Calendar/Class Schedule

The school calendar follows a semester system with classes meeting September through December and January through June. Summers are holidays.

○ Class Sizes/Hours of Instruction

Language classes are generally half-classes of 15-25 students. That means that a class is divided into two parts; Part A has English while Part B has math or another class, and then they switch. English classes are usually held 1-4 hours a week.

○ Pay Scales/Working Hours/Class Load

The average load for a liceum teacher is 22 hours a week, some teach 18 hours, others 24. For local teachers 8,000,000 to 1,000,000 zloties\month is average (US$100).

❍ Classroom Facilities

Most liceums are housed in very old, historic buildings. They have been renovated again and again, but in Poland one rarely sees buildings being demolished to make room for the construction of new ones. Building is very expensive (what we would consider unreasonable building codes make even an average family dwelling cost more than $150,000 to build). That is why your classroom is likely to be hot in the spring and fall and cold all winter long. Classrooms are generally well furnished with two-person table-desks, a podium for the teacher, and blackboards of a sort. A few schools have real slate, even fewer white greaseboards. Everything in the classroom is lockable and usually locked; schoolroom doors are kept locked. You may be surprised to learn that there is only one open door to the school or any other public building, the one guarded by the porter. You as the teacher will have to manage the key and the classbook as well. This is the record for all attendance and class performance.

At your liceum, the *sekretariat* is the administrative center of the school; there preside the school director, the vice-director and disciplinarian, and the office staff. Close by is likely to be the teachers' room, the social center of the school and the place where the classbooks and keys are kept during the school day. In general, teachers do not correct papers or plan lessons at school. Nevertheless, over the cups of coffee and tea, through all the smoke (most adults in Poland smoke), the decisions that affect you and your students are probably made. The foreign teacher is wise to become a part of the circle.

❍ Materials/Equipment

Curricula and texts for primary and secondary schools are determined by the Ministry of Education. Educational amenities include blackboards and chalk, which may be of varying quality. Sponges rather than erasers may be available for erasure.

❍ Higher Education/Foreign Language Teacher–Training Colleges

If you are teaching in a foreign language teacher–training college (called an NKJO in Polish), you are in a system of 50 new schools, founded in 1990 or later and part of an entirely new concept in education in Poland. These colleges, 3-year institutions, generally offer English, French, and/or German. They have been buoyed by enthusiasm and foreign help (from USIA, the U.S. Peace Corps, the G-24 Mission within the European Economic Community, the British Eastern European Partnership, the Canadian organization Solidarity Eastern Europe, Harvard's WorldTeach, Georgetown University volunteer teachers, the Liberty Bell Foundation, the Sabre Foundation, TESOL, and many other philanthropic foreign organizations). The support has come in the form of teachers, books, and equipment.

❍ Qualifications/Requirements for Teaching

Teachers in higher education settings must have degrees in English, preferably MAs in applied linguistics, TESL/TEFL, or related fields, and classroom experience. Polish and foreign teachers both are expected to have good communication skills, to be patient, to show commitment, maturity, adaptability, resourcefulness, cultural sensitivity, and willingness to be involved in the social life of the community.

❍ Working Hours/Class Load

The teaching load is generally 12-18 hours a week. Foreign teachers are expected to contribute to the development of resources for language teaching. Average class size at the NKJO is 10 to 15 students. The ratio of teachers to students in NKJOs is 15 students to 2 teachers. The typical college student is a secondary school graduate who passed the English competence exam, a teacher of Russian who wants to become an English teacher (upper age limit is 38), or another teacher who wishes to become an English teacher (upper age limit is 38).

❍ EFL Program/Situation

The curricula at the NKJOs emphasize practical preparation for the profession, including teaching practice at schools. All subjects are taught in the target language. Courses include advanced intensive language study; foreign language methodology; linguistics, including sociolinguistics and psycholinguistics; phonology; educational theory and practice (psycho-pedagogy); history, life and culture of the parts of the world where their target language is spoken; a practicum; and education for democracy.

❍ Materials/Equipment

British books and cassettes are more easily available than North American ones. Longman has recently entered the market, but its texts, like most others, are very expensive.

❍ Use of English Outside the Classroom

In large cities, English language periodicals are available, e.g., *Herald Tribune, Newsweek, Time, Warsaw Voice*, but all are very expensive for teachers living off the local economy. CNN and BBC programming is available.

❍ Problems/Issues of Concern

Polish teachers receive low salaries and must put in long hours to make a living. Lack of suitable materials and professional development opportunities are also problematic.

▼ **Contact Information**

American English School,
SA. ul
Kordeckiego 15017, 04-
143
Warsaw
Tel. 48-2-610-4040

English Language Centre
University of Silesia
ul Warszawska 5
Katowice
Tel. 48-32-538-526

Langhelp.
A1. Jerosolimskie 23/24,
00-508
Warsaw
Tel. 48-22-214434/396144

Modern English School
ul. Boni Fraterska 6/3
00-213 Warsaw
Tel. 48-22-311-887

Optimum
A1. 29 Listopada 41B/21
31-425 Krakow
Tel. 48-12-110129

UNESCO
Wisconsin International
Education, Inc.2707 North
Main Street
Racine, Wisconsin 53402
Tel. 413-639-1983

Department of Teacher
Training at the Ministry of
National Education
Ministry of National
Education
Al. I. Armii Wojska
Polskiego 25, 00-918
Warszawa
Tel. 48-22 287-832

Romania

by Georgiana Farnoaga

▼ Background

Romania is a country in Southeastern Europe (area: 91,699 square miles, population: over 23 million) that has a strong tradition of foreign language instruction. French, German, and Latin, for instance, were widely taught before World War II and are still part of the school curriculum. Since the late 1960s, however, English has been the most popular foreign language, and its appeal has greatly increased in the 1990s. As a result, many Romanians above the age of 40 are more or less fluent in French and most of the younger generation can communicate to some extent in one or two foreign languages, usually English and/or French.

▼ Official Language(s)

The official language is Romanian, a Romance language similar to Italian in pronunciation and individual words, and to French in syntax and collocations. In Transylvania, Romania's northwestern province, German and Hungarian are also spoken. Romanian is the medium of instruction in schools in general, but ethnic minorities have the right to schooling in their mother tongue, so Hungarian, German, Ukrainian, Serbian, Slovak, Turkish, and Greek are the languages of instruction in some schools.

▼ Public Sector Education

The great majority of Romanian schools belong to the public sector (private schools are still few and far between). Elementary school begins at the age of 6 or 7 and lasts 4 years (Grades 1 through 4). Next comes junior high, with Grades 5–8, and then high school, with Grades 9–12. The first years of schooling (Grades 1–10) are compulsory. Children go to school either in the morning or in the afternoon, usually from 8 am to noon or 1–2 pm or from 12–1 pm to 6 pm. A limited number of schools offer lunch for pay and afternoon supervision (12–5 pm) to students who need the service. The school year begins on September 15 and ends around June 31 (elementary and junior high) or July 15 (high school). The usual class size is 32-40 students.

○ Other Language(s)

Two foreign languages are offered by all Romanian schools as a mandatory subject. Instruction in one foreign language begins in the second grade of elementary school (at the age of 7 or 8), and another one is studied beginning with fith or sixth grade—the 1st or 2nd year of junior high school. The study of the two languages is compulsory throughout junior high and high school, and the students meet twice a week, one hour at a time, for each language. Most elementary and junior high schools offer only two languages out of the four possible (English, French, German, and Russian), but high schools usually have teachers for all four in order to accommodate students from a variety of junior high schools. English is the language that ranks first in Romanian students' choices, followed by French. As a result, fewer and fewer schools are offering the other two languages, and the number of Russian and German teachers has been declining for years. Italian, Japanese, and Spanish are taught in a small number of schools, usually in large cities.

In many places, English language study begins as early as age 3-5, either in public day-care centers or in privately run play-groups. The number of children in a group ranges between 12 and 20 and the instructors are almost always certified English teachers. At the high school level, intensive English programs (usually six classes a week) have been set up in a few major cities. For each language session the class is divided into two groups of 16-20 students, who are taught by two different teachers. College students have a foreign language requirement, too (2 years of study, 2 hours a week).

- Use of English Outside the Classroom

Romanian students are highly motivated in their study of English as a foreign language, so they participate in a great number of extracurricular activities. Some are tutored privately in addition to school instruction; others take extra English classes at various Youth Clubs. During the school year an English language competition called *Olympiad* is organized for Grades 5-12 at the local, regional, and national levels, where students show their excellence in creative English writing and general language proficiency. During the summer break some children go to English-language summer camps in Romania or abroad.

People of all ages follow the English language courses on radio and television or take intensive evening language courses. Students and teachers alike read English newspapers and magazines, watch British and U.S. movies, and listen to music hits. Many of these activities are carried out in the recently expanded American and British Cultural Centers located in Bucharest, Romania's capital city. The opportunities for formal and informal contact with native English speakers have also increased, and lovers of English make the most of them, interpersonal interaction being both an enjoyable and enriching experience.

- Teachers and Teacher Training

Most Romanian teachers of English are graduates of the country's universities. For 4 years, 20 to 30 hours a week, they study English and American literature and linguistics, practice the spoken and written language, and train for foreign language teaching. As a result, their theoretical knowledge is comprehensive, they are remarkably proficient in the use of the language, but they are usually in need of updating everyday vocabulary and teaching techniques. After graduation teachers are on probation for 3 years, during which time their performance is assessed by school principals and district supervisors. At the end of the period they attend a refresher course and take an exam that, if passed satisfactorily, leads to tenure. The normal class load is about 20 hours per week in pre-tertiary education, and around 12 hours per week in universities. The pay varies according to seniority and education degrees.

School instructors have to go in for in-service teacher training about every 5 years. The courses are organized by local universities and school districts, often in conjunction with the British Council and/or U.S. Information Service. The classes focus on EFL methodology, grammar and language use, recent U.S. and British authors, vocabulary development, and advanced conversation.

- U.S. and British Instructors

The number of British and U.S. instructors in Romania is growing every year, as

truthful information about the country is slowly getting into the international media, and visitors return to tell about the hospitality of their hosts and the beauty of the land. British lecturers are typically sponsored by the British Council and usually teach British literature, linguistics, pronunciation, conversation or EFL methodology in university departments throughout Romania. Fulbright scholars do the same for U.S. literature, linguistics, pronunciation, conversation, and EFL methodology. Peace Corps volunteers and holders of Soros Foundation grants generally conduct conversation classes in the high schools with intensive English programs. Representatives of both groups may be required to monitor a British or American reading room on the university/school premises and informally interact with the students, usually for about 2 hours per week. A PhD is customary but not obligatory for the first type of appointments, and an MA or BA is required for the second. U.S. and British instructors usually maintain close ties with their Cultural Centers in Bucharest, which act as resource areas for teaching aids and materials, feature and documentary films, miscellaneous publications and exhibits.

- Materials Used

The Romanian Ministry of Education has traditionally determined curricula, advised on methodology, and issued textbooks for use throughout the country. Right now, for instance, several teams of teachers coordinated by the national English supervisor are working with British experts on a new curriculum and new textbooks for junior high and high schools. The textbooks that have already been published (Grades 2-4 of elementary school) encompass both Romanian and British/U.S. realities and contain communicative activities fostering pair and group work. Textbooks written before 1990 are still being reedited, but schools are no longer obliged to use them. Instead, they can select from language materials published either locally or abroad (*Discoveries*, for instance, has been printed for school use by the Romanian Educational Publishing House in conjunction with Longman). In addition, the U.S. Information Agency and the British Council have donated books (i.e., *Everyday Dialogues, Easy Readings, An Outline of American Geography, An Outline of American History*) to schools throughout Romania. The textbooks published through the Ministry of Education are distributed free to the students. The alternate manuals have to be purchased individually and the prices can be quite steep.

Traditionally, British English has been used in language materials and teaching. One cannot say, however, that there is a preference for British or American English. Instructors use whatever texts are available in sufficient numbers and, if they can make a choice, value is the major criterion. A lot of TEFL books by Romanian authors have been reedited recently, but British and U.S. manuals are still scarce. Even more so are other types of teaching materials, such as picture cards, wall charts, tapes, and videos. Many schools have overhead, slide, and 35 mm movie projectors, TV sets, record players, and big old tape recorders, but few have audio cassette recorders, VCRs, copiers, electric typewriters, or computers. Each school has its own library, but few of them have English books. The local public libraries do have some. The large cities fare better, because they have better resources for greater numbers of readers, and people also have access to the university libraries.

❍ Prevalent TEFL Methodology(ies)

The prevalent TEFL methodology could be called a cognitive-communicative approach. There is a lot of formal grammar practice—rules followed by exercises, but both textbook authors and instructors try to provide students with communicative activities that simulate a real-life use of the language. Vocabulary is introduced by demonstration, synonymy, definition, context, or translation, and is usually practiced in fill-in-the-blanks, question-and-answer, and role-play format. Translation skills per se are developed only with English college majors. All language skills are taught throughout school. In beginning classes, however, there is more emphasis on oral skills, especially in elementary school.

❍ Conclusion

Most Romanian students are extremely motivated for foreign language study. They are also intelligent, lively, and relatively easy to handle (there is still a lot of traditional discipline in schools, and families encourage a high level of school performance). School instructors and officials always welcome visiting colleagues and go out of their way to make them feel at home. Romanian teachers are eager to update their theoretical knowledge, improve their language skills, and learn new instructional techniques. Consequently, native English–speaking teachers are invariably impressed by the high standard of language proficiency of the Romanian students and instructors, their receptivity to new ideas, and their resourcefulness and creativity in the classroom. They also enjoy the exposure to an old and rich culture, a warm and friendly people, gorgeous scenery, and exquisite cuisine. The resulting exchange of experience is rewarding and beneficial for everybody involved.

▼ **Contact Information**

English Teaching Officer
US Information Service
Bajza U. 3
Budapest, Hungary

Council for International Exchange of Scholars
3007 Tilden St., NW
Suite 5M
Washington, DC 20008-3009
(Fulbright scholars)

Peace Corps
1-800-424-8580, ext. 229
(Peace Corps volunteers)

U.S. Information Agency
Division of Academic Exchanges
301 4th St., SW
Washington, DC 20547
(Teacher trainers)

Soros Professional English Teaching Program
Soros Foundation
888 Seventh Avenue
Suite 1901
New York, NY 10106
Tel. 212-757-2323
(Exchange teachers)

Embassy of Romania
Chancery
1607 23rd St., NW
Washington, DC 20008
Tel. 202-332-4846
(General information)

Slovenia

by Lisa Harshbarger

▼ Background/Overview

Slovenia is located at the northern most point of the Adriatic Sea and is bordered by Italy, Austria, Hungary, and Croatia. It is well known for its Alpine ski resorts and mountain lakes. The country achieved independence from Yugoslavia in 1991 and has managed to escape the bloody conflicts that have engulfed Croatia and Bosnia-Herzogovina. It is now undergoing educational reform and privatization. The English language is regarded as an important part of that process.

▼ Official Language(s)

The official language of Slovenia is Slovene, with two small areas also providing bilingual instruction (Italian-Slovene and Hungarian-Slovene) for those families that request it. English is begun as a "first" foreign language in the fourth grade, but parents can opt to have their children taught English as early as the first grade, if they can provide funding. German, French, and Italian are also commonly taught in schools, although English is the most popular and readily available foreign language. University-bound high school students are likely to take 4 years of a foreign language (usually English), while students in technical schools are usually required to take at least 2 years of English.

English and German are widely spoken in professional circles, along with Italian or Hungarian in the two border areas. Men are likely to understand some Servian/Croatian/Bosnian due to their service in the Yugoslav army before 1991.

▼ Public Sector Education

○ Calendar/Class Schedule

The school calendar begins with make-up exams in September, and regular classes start in the middle of that month. There is a short Christmas holiday and a short winter ski holiday the last week of January. Classes begin again in February and end with final exams in June.

○ EFL Program/Situation

The Ministry of Education and Board of Education determine the overall school curriculum and mandate textbooks that will be available to teachers. These bodies also set national school-leaving exams.

○ Qualifications/Requirements for Teaching

Theoretically, EFL teachers in the public sector have qualifications from the Slovene university system and should pass a qualifying exam supervised by the Board of Education after a year of teaching. This dictum is generally followed for all elementary and most secondary teachers in rural areas. In the larger cities, however, some high schools preparing students for universities have begun to hire native speaker EFL teachers to provide conversation and language practice for their 11th and 12th graders.

These native speakers are paid on a hourly basis and are not considered part of the regular teaching staff in terms of receiving benefits. Universities are generally eager to hire foreign lecturers even though they do not have Slovene qualifications, providing they have MAs in TESOL.

- Normal Class Sizes/Teaching Loads

The normal class size in public schools is 30-40. Class load for teachers is determined by contract.

At university level, students are generally required to study at least 2 years of a foreign language. In some departments English is mandatory. Normal class size in language classes (and, often, in the lab classes that complement them) is 40-50.

- Materials Available/In Use

TEFL materials are widely available in Ljubljana, the capital, and no city is more than a 4-hour bus ride away. Oxford University Press (OUP) has a huge retail center that regularly schedules promotional programs for local teachers. Orders with other publishing houses can be placed at Epicenter, a retail distributor for several publishers. The cost of materials is comparable or higher than in the U.S. British materials are preferred by schools, but students often prefer American English because of their exposure to U.S. TV and movies.

- Equipment/Library Facilities Available

Any university or private institution that hires expatriates will have photocopying facilities available. A few university departments even have computers for staff use. Public schools and universities have small libraries, but collections are limited by financial constraints. There is a small library at the American Center in Ljubliana with some TEFL materials, but its strengths are in American literature, nonfiction, and magazines. The British Council has recently opened an English Teaching Resource Center with a wide variety of materials available to anyone who gets a library card.

- Prevelant TEFL Methodology(ies)

Most schools/teachers are familiar with communicative, learner-centered methodologies and teaching techniques. The widespread use of OUP's Project Work and Headway in elementary and secondary schools has forced teachers to adapt their techniques to fit the curriculum. However, final examinations still in many cases test how much information about English or in English students can memorize, so it is not uncommon for teachers to use communicative techniques to teach their students but grammar/translation techniques to test them. The pressure of final exams upon both teachers and students often precludes the wider adoption of more contemporary methodologies.

- Pay Scales/Benefits

Expatriates work in either the public or private sectors on the basis of hourly-pay contracts that specify the numbers of hours work agreed upon and the pay per hour. Hourly pay rates range from 1,800 Slovene tolars (about U.S.$12) in secondary schools to 4,000 tolars (about U.S.$33) in exclusive ESP courses for businessmen sponsored by their firms, with a typical salary being about 2,000 tolars (about U.S.$17). An expatriate's

income is based solely on the number of hours s/he is willing to work and the type of institution s/he is linked to. Generally speaking, nonsalary benefits are not available to expatriates.

- Problems/Issues of Concern

In order to get paid for EFL work, an expatriate must have a temporary residence permit in her/his passport so that s/he can open a bank account and deposit paychecks. Temporary residence permits are easy to get if (1) the landlord registers the teacher with the police and (2) the teacher can provide proof that s/he is self-supporting (i.e., has a regular income through either Slovene or foreign sources). A possible complication in this process is if a Slovene organization declares it has hired a foreign teacher and is paying him/her a regular salary, it must declare the fact to the revenue service and pay additional taxes. Generally speaking, public schools are not willing to help with residence permits, but private schools have experience with this and will be willing to complete all the paperwork necessary once they have offered employment. A possible complication in an expatriate's being paid is that educational institutions often pay bills in the order they receive them. Thus, if a particular payroll happens to show up at the wrong time, those on that payroll may not receive their salaries quite when they had been expecting to. This can make it difficult to pay one's bills on time.

▼ **Private Sector Education**

Private sector education is extremely diverse, and there are small private schools in practically every city. Private schools offer everything from preschool-level English, to summer residential camps in Slovenia or abroad, to exclusive residential courses for a particular business/company. People with business English or preschool education backgrounds are particularly sought-after as teachers. Most private schools prefer people with MAs in TESOL, but not all are that exclusive. It helps, however, to come with a recommendation from a Slovene or an expatriate who works at the school concerned when interviewing prospective employers.

- Other Options:

As of this writing (November 93) there is one USIS EFL Fellow in Slovenia, but no other U.S. government-sponsored ELT programs. This may change in the next fiscal year, however, so it would be advisable to contact USIA, the Peace Corps, and/or USAID in Washington for information on the latest developments.

▼ **Contact Information**

Marina Stros-Brackoú Nada Ulcar
Babylon d.o.o.
Stratos d.o.o.Komenskega 11
Stari trg 2
61000 Ljubljana
Slovenia
Tel. 386-61-317-980

Sweden

by Alison Howe

▼ Official Language(s)

The official language and language of instruction in schools is Swedish. Most young Swedes are comfortable with English and can converse in English with other Scandinavians. There is exceptionally good understanding of Danish among southern Swedes.

▼ Public Education

○ EFL Program/Situation

Children start learning English at age 12. Swedish television, both the national and cable stations, carry nondubbed, subtitled programs and films in a wide variety of languages, the most common being English, so the average TV-viewing Swede hears a lot of English outside the classroom.

○ Qualifications/Requirements for Teaching

While there are no nationality restrictions as such, Sweden is very strict with regard to qualifications required to teach in public schools. Generally speaking, education obtained abroad is not recognized, so a prospective teacher has to pass course work at the Swedish Pedagogical Academy in order to qualify for employment.

○ Materials available

British TEFL materials are available through the Bournemouth English Book Centre in Dover, though customs can pose a challenge. Some Swedish radio and TV materials are quite well done. Generally speaking, it is difficult to get U.S. materials. British English is still generally favored over the U.S. brand, although proprietary schools are trying to offer both.

▼ Private Sector Education

The World Maritime University (WMU), an affiliate of the United Nations, is located in the city of Malmî, in SkÜne, the southernmost province of Sweden.

WMU has an 18-week intensive (20-24 hours/week of classroom instruction) program beginning in late October and ending in mid-March. With class size ranging from 8-15, the program has about 50 prematriculated, midcareer maritime professionals predominantly from developing nations who are in Sweden for 2 years to obtain an MS degree. The English Language Program, which has a decidedly EAP/ESP bias, is run by two year-round English lecturers who also teach 1/2-3/4 time during the intensive program. The program recruits for one or two positions from late October to mid-March, plus an additional two or three positions from early January to mid-March.

English is not compulsory in the WMU program. Students arrive whenever they can get away from their positions/families in their home countries. English is generally used as the lingua franca among students from some 80 countries housed in the university dormitory. As Swedes are generally comfortable communicating in English, students

have additional practice, although not of "native-speaker" quality, in their interaction with the local community.

Requirements to teach in the WMU program are an MA in ES/FL and/or RSA diploma or equivalent and experience teaching adults, preferably in an ESP/EAP situation. There are no particular nationality requirements; instructors come from many countries but must have nativelike fluency.

There is a Tandberg language lab that can be used quite creatively and communicatively by teachers willing to make the effort. A modest library of teacher reference and ES/FL textbooks is available, as well as the university library whose collection of maritime books and journals and reference section are impressive. Prevailing methodology would be described as eclectic, with input from many different teachers. Pay is generally good, but care must be taken regarding the currency one is paid in, as sudden devaluation may adversely effect net salary.

▼ **Contact Information**

Clive Cole, English Lecturer
World Maritime University
P.O. Box 500
S-201 24 Malmî, Sweden

Peter Baston
Kursverksamheten vid Lundsuniversitet (KV)
Regementsgaten 4
Malmî, Sweden

KV is one of a handful of well-respected adult ed organizations in Sweden and has schools in several locations throughout the country. Peter is head of the language division and very knowledgeable about TEFL in Sweden.

Pat Revill
Tjadervag 1
S-310-42 Haverdal, Sweden

Pat is quite knowledgeable about what it takes to become qualified to teach EFL in the Swedish school system, particularly in the gymnasium.

Lärarna I Moderna Språk (LMS)
Eva Aplen
Vinterbrinksvagen 39
Saltsjobaden 133-32
Sweden

Latin America

Argentina

by Blanca Arazi

▼ Official Language(s)

The official language of the country and that of instruction in schools is Spanish. English is a strong second language.

▼ Public Sector Education

❍ Calendar/Class Schedule

Primary/secondary schools start in March and end in November.

❍ EFL Program/Situation

For state programs, EFL is compulsory in high schools and from 1992 will be so in primary schools as well. The Ministry of Culture and Education has responsibility for EFL programs. There are not many opportunities to use English outside the classroom, with the exception of cable TV.

❍ Qualifications/Requirements for Teaching

Teachers are expected to have graduated from teacher-training colleges or universities.

❍ Nationality Restrictions

There are no nationality restrictions.

❍ Class Sizes/Hours of Instruction

The target maximum class size is 25, although at times there are as many as 35 or 40 in a class. Students have three periods of 40 minutes per week.

❍ Materials Used

There is a preference for British materials, which have the added advantage of being better publicized and marketed.

❍ Equipment/Library Facilities

State schools do not have much in the way of library facilities or materials. Teachers normally provide their own materials and audio equipment.

❍ Prevalent TEFL Methodology(ies)

Communicative/functional methodologies are used in state schools, with emphasis given to reading, writing and oral skills.

❍ Pay Scales/Working Hours/Class Load

Pay scales vary a great deal, depending on the organization, and range from U.S.$3-5/hour in schools to U.S.$25-30/hour in companies. There are no nonsalary benefits for non-Argentine teachers, whose numbers are very small.

○ Problems/Issues of Concern

Concerns of teachers are keeping up with new teaching materials and the latest research, learning to conduct their own classroom-centered research, and salaries.

▼ **Private Sector Education**

○ EFL Program/Situation

All private schools have EFL programs in both primary and secondary levels. There are 24 BiNational Centers (BNCs) around the country that offer EFL to children, adolescents, and adults. There are also a good number of institutions supported by the British Council that offer EFL, and most transnational companies offer EFL/ESP training on their premises.

▼ **Contact Information**

Argentina TESOL
Mabel Gallo
6/2 Maipu Street
Buenos Aires 1006
Argentina
Tel. 541-322-4557
Fax 541-322 2106

Chile

by Liliana Batra

▼ **Background**

Chile is a long (2,688 miles or 4,328 km), narrow country located on the west coast of South America. With a population of over 13 million, it has a wide variety of lands, from its barren desert in the north to its winter wonderland in the south. The Atacama desert in the northern tip of the country is one of the driest areas on Earth and has rich deposits of copper, borax, sulfur and nitrate. To the south is less arid land on which crops are grown, some of the Western Hemisphere's highest mountains are found, and where there are a wealth of rich mineral deposits, including gold, silver, lead, nickel, copper.

The cosmopolitan capital city of Chile, Santiago, is located in the central valley. A striking, modern city of 5.2 million, Santiago is nestled between the Andes and Coastal Mountain Ranges and boasts of large green areas, city parks, plazas, and avenues lined with ancient palms, pines, poplars, and other native trees. These give Santiago a touch of natural beauty among the hundreds of new apartment and office buildings.

Varying from 30 to 150 miles (50-240 km) wide, Chile's central valley stretches south from the capital and has often been compared to some of California's valleys as among the most fertile in the world, where all types of foodstuffs, as well as cattle, poultry and fine horses are produced.

Chile generally has a Mediterranean climate. However, given that the country is so long, there is a good deal of variation from region to region. The far north is hot and

arid, while Santiago and the Central valley are warm and pleasant in spring and summer and fairly cold in winter. The coldest months are July and August when the temperature can drop below 0.

After a twenty year period of political upheaval, Chile is now a democratic republic. After elections in 1989, a government formed by a coalition of center and left political parties took office in March, 1990, and has recently been reelected for another eight years. The legislature is housed in the new Congress building located in Valparaiso, a port city located 12 km west of Santiago. However, Santiago remains the seat of government for the executive and judicial branches, and President Eduardo Frei has his offices in the Palace of La Moneda in the heart of the city.

❍ Official Language(s)

The official language of Chile is Spanish. There are some very small ethnic groups who speak other languages, such as the Mapuches in the South who speak Mapudungun and others in the north who speak Aymara. The language of instruction in schools and universities is Spanish.

▼ **Public Sector Education**

The school year begins in March and ends in December. English is compulsory, with students having three one-hour sessions of EFL per week. There is an official EFL program using instructional objectives and a communicative methodology set by the Ministry of Education. Unfortunately, however, teachers are quite overworked, and classes are too crowded to be able to profit fully from a sound communicative program.

Salaries in the public sector are extremely low, and possibilities of teaching positions for foreigners are almost nil, unless there is a project or grant specifically designated for this purpose. This situation applies to state universities and Ministry of Education departments as well.

▼ **Private Sector Education**

There are quite a few private sector options for teaching employment in Chile. Among these are private, bilingual schools. Information about two schools follows:

Santiago College
Los Leones 584
Santiago de Chile
Tel. 011-562- 232-1813
Fax 011-562-232-0755

Classes run from the first week of March to the last week of December, with winter break being the second and third weeks of July. Classes are held Monday through Friday, 8:00 a.m. to 4 p.m.

Teachers must have a degree in English language teaching, American or British literature, plus teaching qualifications, and a certificate.

The program is standard U.S. or international style using U.S. textbooks plus novels, poetry, and drama,and leading to the International Baccalaureate. Students get six hours of English language instruction per week. Facilities include a four story library that houses 37,000 volumes, computers and CD ROMs, and cable TV.

Prospective teachers should consult the school directly for information as to procedures and documents necessary for securing work permits. Pay scale and benefits depend on qualifications and experience.

Instituto Chileno-Norteamericano
Moneda 1467
Santiago de Chile
Tel. 011-562-696-3215
Fax 011-562-696-1175

The Instituto Chileno-Norteamericano is a not-for-profit institution connected to the U.S. government through the U.S. Information Agency (USIA). Its main objective is to strengthen friendship and understanding between the people of Chile and the United States. The Instituto achieves this objective in great part through the teaching of English to approximately 3,000 students, most of whom are young adults who need the language for professional purposes.

The English program for adults is divided into ten week terms, four of which are offered each year. The school year runs from March through January. There are also children's and teenagers' classes, which are scheduled on a semester basis. ESP courses offered include classes for secretaries, managers and other company personnel, such as computer and financial experts, judges and legal personnel, and diplomats.

U.S. EFL/ESL teachers with the following qualifications may apply in July andAugust for positions starting in March of the next year:

1. MA in TESOL (preferred)
2. BA in foreign language, English, English literature, or related fields
3. Teaching qualifications in EFL/ESL or related areas
4. At least three years teaching experience in EFL/ESL

Mexico

by Francisco Lozano

updated by Melvia Hasman, ETO, USIS Mexico

▼ Background

Mexico is a constitutional federal republic with a population of approximately 21 million. About 40% of the population is under 15 years of age.

There are 32 states, most of which are in the Central Standard time zone. Major cities are Mexico City (Federal District metro area, population 20 million), Guadalajara (4 million), Monterrey (3 million), and Puebla (1.5 million). The weather varies from tropical along the coasts and in the lowlands to generally warm subtropical or Mediterranean climates in the high plateaus.

After a decade of spiraling, often triple-digit inflation in the 1980s, the Mexican government, through stringent measures, has brought inflation down to about 12% yearly. The labor force is engaged as follows: agriculture, 26%; manufacturing, 13%; services, 31%; communications, 14%; rubber; and tourism. The possible free trade agreement among the U.S., Canada, and Mexico points to a need for more English language teaching in Mexico.

▼ Official Language(s)

The official language of the country and that of instruction in schools is Spanish. English is the major foreign language.

▼ Public Sector Education

○ Class Calendar/Schedule

Primary/secondary schools begin the 1st week in September and end on June 30, with breaks from December 15 to January 1 and 2 weeks off at Easter (Holy Week plus Easter Week). The normal class schedule is 8 am-1 pm.

○ EFL Program/Situation

English is mandatory in Grades 7-9. In Grades 10-12 both English and French are offered. This varies according to the state. A good deal of decentralization has taken place, and now only the curriculum and methodology are mandated by the federal government. Opportunities to use English outside the classroom are very limited for most students. There is one English language newspaper, *The News*, and Mexico City has one English language radio station. Television stations occasionally air subtitled movies in English and French, but the majority of programs are dubbed. English language movies and videos have subtitles. Cable television is available in urban areas.

○ Qualifications/Requirements for Teaching

Teachers in the primary schools generally have a basic secondary education. At secondary levels teachers have teaching certificates from normal colleges or private teacher training institutions. University teachers generally have BAs from normal schools or universities. However, due to the shortage of EFL teachers, many university-level teachers only have diplomas or certificates. A few private universities require MA degrees.

❍ Nationality Restrictions

Native-born speakers from English-speaking countries are preferred as teachers. It is extremely difficult for a foreigner who is not from an English-speaking country to procure either a work permit or a position as an English teacher.

❍ Class Sizes/Hours of Instruction

The normal class size in Grades 1-9 is 50; in Grades 10-12, it is 40. The usual school hours are 8 am–1 pm, although due to large student populations, some public schools have afternoon or evening classes. Most public and private universities have morning, afternoon, and evening classes.

❍ Materials Used

A variety of TEFL materials is available in major cities, although they are costly. Several major publishers have distributors in Mexico City..

❍ Equipment/Library Facilities

Beyond basics (chalkboard), equipment and library facilities are practically unavailable to teachers and learners in public schools. Many private institutions and public universities have audio and/or video equipment and most have overhead projectors.

❍ Prevalent TEFL Methodology(ies)

The great majority of teachers use some variant of the audiolingual approach. A large minority, especially at universities, binational centers, and private adult language centers, use a notional-functional approach.

While previously most institutions, public and private, emphasized grammar knowledge and reading comprehension, currently the Ministry of Public Education (SEP) curriculum for EFL is based on the communicative approach and is used in all secondary schools in Mexico. To implement this change, the SEP gives teacher–training in-service courses. However, at university level some programs are more audiolingual. The obstacle to change is lack of teacher training.

❍ Pay Scales/Working Hours/Class Load

Pay scales vary a great deal depending upon the level, the location of the school and whether it is public or private. Most public school teachers have two jobs and most are part-time faculty. According to SEP data for 1991-92, 80% of university faculty are part-time. Benefits vary according to the institution.

❍ Problems/Issues of Concern

Teachers are concerned about professional development, especially teacher education and proficiency testing.

▼ **Private Sector Education**

❍ EFL Program/Situation

Most bilingual private schools are incorporated by SEP and follow the national curriculum.

To obtain employment with a Bi-National Center, contact the director. U.S. Consular Agents/Officers and USIS Mexico do not hire for BNCs, so it is best to write each BNC directly.

Tel. 905-525-3357

▼ Contact Information

Mexico TESOL (MEXTESOL)
Susan Zimmerman, President
San Borja 726-2
C.P. 03100, D.F.
Mexico

▼ Binational Centers Located in the Mexican Republic

These centers in the Mexican Republic offer classes for both children and adults.

IMNRC, A.C.
Vicente Guyererro 616
3100 Chihuahua
Chih, Mexico,
Prof. Frank Malagesinik, Dir.
Tel. 91-14-10-0267 or 10-0266
Fax 15-9385

Inst. Cult. Mex. Not. de Jalisco, A.C.,
Enrique Diaz de Leon 300, (antes Tolsa)
44170 Guadalajara, Jal.
Prof. David L. Thompson, Dir.
Tel. 91-36-25-5838 or 25-4101
Fax 17-6893 (USUS FAX)

Inst Mex. Amer. de Rel Cult. A.C., Blvd.
Navarrete y Monteverde, 8300
Hermosillo, Son.
Lic. Maria Gpe.
Pettet Y., Dir. Gral.,
Tel. 91-099-28-0097
Fax 91-99-28-0097

Inst. Richard Hedland, A.C.,
Calle 57 #474-A,
9700 Merida, Yucatan,
Lic. Guillermo Vales D. Dir. Gral.
Tel. 91-99-21-5996
Fax 91-99-28-0097

Centro Mexicano Americano de Cultura
del Valle, A.C.,
XOLA 416
03100 Mexico, DF,
Star Stromberg, Dir., Gral.
Tel. 91-5-536-5520 to 23 536-1467

IMNRC de Saltillo A.C.
President Cardenas
840 Pte esquina con Puorcell, 25000
Saltillo, Coah.
Lic. Gayle Yondorf de C. Dir Gral.
Tel. 91-841-484-22 or 206-53
Fax 206-53

Instituto Franklin de Veracruz, A.C.
zueta 1229, Col,. Diaz Miron, 91909
Veracruz, Ver.
Prof. Luis Weller, Dir Gral.
Tels. 91-29-31-57-36, 31-57-37
U.S. Consular Agent
Fax 31-69-41

IMNRC de Nuevo Leon A.C.
Hidalgo 768 Pte. 64000 Monterrey, N.L.
Lic. Susan Bryan de M. Dir. Gral.
Tels. 91-83-40-1583 at 87-45-2853
Fax 42-5517

IMNRC Anahuac A.C.,
Jose Santos Chocano 600, Col Anahuac,
San Nicolas de los Garza, N.L.
Mercedes Madero de Montemayor, Dir.
Gral.

INST. Cult. Mex. Nort. de Michoacan,
A.C.
Guillermo Prieto 86, 58000 Morelia,
Michoacan,
Prof. Enrique Castro, Dir. Gral.
Tel. 91-451-21-986

Middle East

Bahrain

by Inas Ismail Kotby

▼ **Education**

Education is not compulsory in Bahrain, but state education is available free of charge. Private and religious education is also available.

Children begin school at 6 years. From 6-11 years of age, they attend primary school. An intermediate level lasts 3 years, followed by secondary school, lasting another 3 years. In early 1988, according to the Ministry of Education, more than 65% of teachers were native Bahrainis.

There are four higher education establishments: the University College of Arts, Sciences and Education; the Gulf Polytechnic; the College of Health Sciences; and the Hotel and Catering Training Centre.

❍ Pay Scale

Starting foreign hire salary is 340 Bahraini Dinar.

Egypt

(Arab Republic of Egypt)

by Inas Ismail Kotby

▼ **Background on the American University in Cairo (AUC)**

AUC was founded in 1919 by U.S. citizens devoted to education and service in the Middle East. The University is a private institution of higher education engaged in teaching, research, and service, exemplifying U.S. educational principles and practices while recognizing the heritage and customs of Egypt and its Arab neighbors.

A multifaceted institution with diverse functions, AUC serves not only Egypt, the Middle East, and Africa, but also the U.S. and other countries. The language of instruction is English, and programs leading to BA and MA degrees are offered in arts and sciences and some professional fields (business, public administration, computer science, engineering, and mass communication).

The faculty at AUC is a group of highly qualified academics and professionals who are committed to finding innovative ways to meet the educational needs of AUC students. The full-time faculty is complemented by an extensive part-time teaching staff, visiting lecturers and the prestigious "Distinguished Visiting Professor" program. Of the full-time staff, 57% are Egyptian, 29% are American, and 14% are various other nationalities. Roughly 60% hold PhDs and almost all have substantial teaching experience. AUC faculty members have received international recognition for their contributions to a

number of fields, including desert development, Egyptology, management, and language teaching.

The Center for Adult and Continuing Education (CACE) was founded in 1924. It provides learners of all ages with traditional and nontraditional educational opportunities that enrich their intellectual lives, promote their careers, and enhance the contribution they make to other individuals and to society as a whole. CACE has three main divisions: Division of Public Service (DPS), which is the oldest adult and continuing education program in the Middle East; Consulting, Instruction and Training Division (CIT), the second largest; and Outreach Services (OS), the newest, founded in 1987.

CIT, founded in 1971 as a special educational programming unit for adult and continuing education, develops unique courses and programs to meet the needs of specific clients. Its instructional program encompasses five broad, interlocking areas: language, industry seminars and training, office systems and logistical support, employee orientation services, and teacher training.

CIT's General English Language Programs include a variety of custom designed courses and tutorials, testing services and the Pre-English Language Institute (ELI) Preparatory Program for academic study.

The Pre-ELI classes offer intensive (25 hours/week) English training for prospective undergraduate students who need to raise their English Language Proficiency Test scores in order to be admitted to AUC's ELI for instruction in academic English. Students spend 1-3 semesters in the pre-ELI, practicing and developing their skills in grammar, listening comprehension, reading, vocabulary and writing. Teaching may take place on site or at AUC. The content, duration, and level of each course is designed to meet the client's needs.

Classes and tutorials are offered to groups/individuals preparing to take the TOEFL before applying to a university in the U.S. These courses are similar to the ones given in AUC's DPS, but are designed for students who need a longer course because their level is too low for the DPS program, or for those who need a more intensive, individualized program because of certain test deadlines. CIT also prepares students in English proficiency in order to take other qualifying exams, such as the GMAT and GRE.

▼ **Office Language(s)**

Arabic is the official language of Egypt. English is the most prevalent foreign language, followed by French and German. The language of instruction in most schools is Arabic, although sciences are often taught in English.

▼ **Public Sector Education**

❍ Calendar/Class Schedule

Education in the public sector is free at all levels and compulsory for primary level (entry ages 6-8). The system has a four-tiered structure, with promotion from one grade/year to the next within each tier/level and from one tier to the next by final examination.

1. Primary: Years 1-5 (U.S. Grades 1-5)

2. Preparatory: Years 1-3 (U.S. Grades 6-8)
3. Secondary: Years 1-3 (U.S. Grades 9-11)
4. Tertiary, subdivided as follows

    a. Higher technical training: Years 1-2
    b. Higher technical institutes: 4- or 5-year courses, depending on subject
    c. Universities: 4-, 5- or 6-year courses, depending on subject

❍ EFL Program/Situation

Foreign language instruction starts at the preparatory level. Class size ranges between 50-60 in primary and preparatory and 40-50 in secondary levels. There is little opportunity to use English outside the classroom.

The Ministry of Education and Scientific Research is responsible for all levels of education. The exceptions to this are certain technical institutes maintained by other ministries for training in their own specific fields, and the 14 universities, which maintain their individual independence, although the president of their governing body, the Supreme Council, is the Minister of Education. The Supreme Council is a planning and coordinating body, comprised of the rectors, vice-rectors, and representatives of different disciplines of university education.

❍ Qualifications/Requirements for Teaching

Graduates of the language sections of Faculties of Arts and of Faculties of Education are qualified to teach foreign languages.

❍ Materials Used

British materials are more commonly used than U.S. All universities have libraries, while few schools do.

❍ Pay Scales/Working Hours/Class Load

The local-hire salary scale for holders of BA degrees from Egyptian universities starts at £E80 (U.S.$24/month), plus bonus, overtime, extra pay for correcting exams, or other extracurricular duties.

▼ **Private Sector Education**

❍ Class Sizes/Hours of Instruction

Foreign language education begins at nursery level (4-5 years). At primary level students have 7-13 classes (45 minutes) of instruction/week, and at preparatory and secondary levels 7-10 classes/week. Class sizes range from 30 to 40 students at all levels. Some private schools have libraries for the use of students and teachers.

❍ Pay Scales

Teachers' salary scales for Egyptian university BA degree holders start in the £E200-250 (U.S.$60-75) range and for AUC graduates in the £E300-320 (U.S.$90-96) range. Foreign-hire starting salaries range from £E700-800 (U.S.$210-240). In some cases the salary is negotiable, depending on experience and higher qualifications.

▼ **Contact Institutions/Persons**

American University in Cairo (AUC)
113 Kasr El Eini St.
Cairo

Starting salary at AUC for an inexperienced MA holder is $6,145 + £E10,330/year. In addition to basic salary, faculty receive an overseas allowance, a dislocation supplement of 18% of the total salary + overseas allowance and airfare home every 2 years. Married teachers have housing and school fees paid by the university, as well.

Cairo American College (CAC)
Rd. 253 & Rd. 213 Digla
Cairo

British International School Zamalek
All Saints Cathedral-Assembly Hall Block
5 Michael Lutfallah St.
Zamalik, Cairo

For institutions 2 and 3 above, starting salary for a BA is $20,527/year and for an MA is $22,206/year. In addition, there are benefits such as airfare every 2 years and housing.

4.American International School in Egypt
22 Anwar El-Mufti St.
Nasr City, Cairo

Nawal El Degwi
Baby Home School
6. Reda Edward
BBC
61 Omar Ibn El Khatab St.
Heliopolis, Cairo

Cairo Japanese School
Nazlet El Baltran
El Haram, Giza

Somaya Amr
El Alsson School
Saqqara Rd. Pyramids, Giza

Zeinab El Enani
El Horriya School
52 El Giza St.
Giza

Manor House
3 Abdel Wahed El Wakil St.
Heliopolis, Cairo

Magda Moussa
Misr Language School
Fayoum Rd.
Pyramids, Giza

Sawsan Dajani
Modern English School
8 Medan Sarray El Kouba
Cairo
13.Soad Fateen
Port Said School
Wilcox St.
Zamalek, Cairo

Reda Salama
Ramses College for Girls
298 Ramses St.
Ghamra, Cairo

Wafaa Orey, Director
Saqqara Language School
Marioutia
El-Haram, Giza

Nadia Hafez
Teeba Language School
Fouad Nessim St.
(Behind Sonesta Hotel)

Iraq

by Inas Ismail Kotby

▼ Education

During 1974-1975, the Iraqi government made education free at all stages, from preprimary to university. It also abolished private education and transformed all existing private schools into state schools. Primary education, lasting 6 years, is now compulsory, and there are plans to extend this to 9 years as soon as possible. At present, secondary education, which is expanding rapidly, lasts 6 years.

❍ Pay Scale

Starting local hire salary is 200 Iraqi Dinar.

Jordan

by Inas Ismail Kotby

▼ Education

Education in Jordan is provided by both the public and private sectors. In 1982-1983, 70.6% of enrollment was in public schools under the jurisdiction of the Ministry of Education, 1% in schools run by other governmental agencies (e.g., Ministries of Defense, Health, Islamic Affairs, etc.), 9.9% in private schools, and 15.9% in schools run by UNRWA, which offers educational facilities/services for Palestinian refugees in collaboration with UNESCO.

❍ Calendar/Class Schedule

Elementary school lasts 6 years and takes children starting from 5 years and 8 months. Most pupils are promoted to the preparatory cycle, which lasts 3 years. The secondary cycle also lasts 3 years and is divided into three types: general, vocational, and comprehensive schools. At the end of this cycle, students sit the General Secondary Examination, and those who pass are entitled to continue their higher education by enrolling either in the University of Jordan, in community colleges, or in foreign universities.

❍ Materials Used

The Ministry of Education provides textbooks free of charge for the compulsory cycle and at cost price for secondary cycle.

❍ Pay Scale

Starting local and foreign-hire salaries range between 130-150 Jordanian Dinar.

Kuwait

by Inas Ismail Kotby

▼ Education

Education is compulsory for children aged 6-14 years, and in recent years a comprehensive system of kindergarten, primary, intermediate, and secondary schools has been developed. The general policy of the government is to provide free education to all Kuwaiti children from kindergarten through university.

Kindergarten and primary school teachers are trained in teacher-training institutes and intermediate/secondary school teachers in the university. The number of graduates is insufficient to meet all teaching staff requirements, and so the Ministry of Education recruits teachers from other Arab countries.

○ Pay Scale

Starting local/foreign hire salary is 215 Kuwaiti Dinar.

Oman

by Inas Ismail Kotby

▼ Education

Primary education begins at 6 years of age and lasts 6 years. Secondary education also lasts 6 years and is divided into two states: preparatory and secondary. After that certain students may enter the modern, well-equipped Sultan Qaboos University.

○ Employment

More than 85% of teachers are hired from other countries, primarily Egypt, Jordan, and Sudan.

Saudi Arabia

by Inas Ismail Kotby

▼ Education

Educational institutions are run mainly by the government. The private sector plays a significant role at primary and intermediate levels, but its total contribution is quite small compared with that of the public sector.

Preelementary education is provided on a small scale, mainly in urban areas. Elementary school is of 6 years duration and the normal entrance age is 6+. Intermediate level begins at 12+ and lasts for 3 years. Secondary education begins at 15+ and lasts for another 3 years. After the 1st year of secondary school, pupils branch into science or arts options. Industrial and commercial schools can also be entered after completion of intermediate school.

There are 7 universities (from which a total of 8,350 students graduated in 1985) and 66 colleges. There are also 10 colleges and 1 higher institute for girls. In 1986-1987 there were 107,454 students (64,304 males and 43,150 females) and 9,273 teachers in higher education.

Adult education is divided into two categories: (a) to combat illiteracy, (b) to follow up. In 1985-1986 there were 135,938 students enrolled in adult education schools run by the Ministry of Education and/or the General Presidency of Girls' Education.

❍ Pay Scale

Starting local hire salary is 4,800 Saudi Riyal, and for foreign hires 5,500-7,000 Saudi Riyal, depending on experience/qualifications.

Sudan

by Inas Ismail Kotby

▼ Education

Public education is free and is divided into three levels: elementary (7-12 years old), intermediate (13-15 years old) and secondary (16-18 year olds). Secondary schools are of three types: academic, technical, and teacher-training.

University education is at the state-run university of Khartoum. The University of Cairo also has a branch in Khartoum. In 1985-1986 there were 37,367 students in higher education and a further 3,444 at teacher training institutes.

Foreign language instruction begins in nursery in the few private schools. In the public sector, foreign language, mainly English, is taught at intermediate level.

❍ Pay Scale

Starting salary for local hires is 800 £Sudanese (U.S.$10.70), and for foreigners 1,000-1,200 £Sudanese ($13.30-16).

United Arab Emirates

by Inas Ismail Kotby

▼ Education

There are primary and secondary schools in all the emirates, and further education in technical fields is available in the more developed areas. Teachers from other Arab countries, notably Kuwait, Egypt, and Jordan, supplement the UAE's native teaching staff. Of a total of 8,859 teachers in 1983, 646 were UAE nationals.

University study in the UAE is at the Emirates University, at Al-Ain in Abu Dhabi. In 1988 the university began to be expanded with a target of admitting 16,000 students by the year 2000. In September 1988 four higher colleges of technology (two for men and two for women) opened, admitting a total of 425 students, all of whom were citizens of the UAE.

Yemen

by Inas Ismail Kotby

▼ Education

Public education in Yemen is free, with primary school lasting 6 years, taking children 7 year old. This is followed by intermediate school lasting 3 years and secondary school for another 3 years.

Plans are underway for opening a polytechnic institute and a teacher-training institute in San'a, and for the construction of an agricultural faculty at San'a University.

In 1986-1987 there were 29 kindergartens, 969 primary schools, 63 secondary schools and 20 vocational and technical institutes, including the university in Adne and 9 teacher–training colleges.

Note:

As a general rule, job applicants for Middle East countries (excepting Egypt) should forward their applications to the Ministry of Education or to the cultural attache of the embassy of the individual countries.

JOB PLACEMENT AND REFERRAL TEACHER EXCHANGES

Domestic and International Job Placement

Educators or administrators desiring job referral, exchange, or internships should contact the following agencies for more information. For specific countries, some embassies offer placement through their education office. Addresses are in the U.S. unless otherwise noted.

American International School
EISN
PO Box 662
Newton, MA 02161-0002

AFS
International/Intercultural Programs
313 East 43rd Street
New York, NY 10017
Tel. 800-AFS-INFO
212-949-4242

(Visiting Teacher Programs)

ARELS/FELCO
2 Pontypool Place
Valentine Place, London SE1 8QS
England

Council for International Exchange of Scholars
3007 Tilden St., NW, Suite 5M
Washington, DC 20008-3006
Tel. 202-686-4000

The Defense Language Institute
English Language Branch
U.S. Civil Service Commission
San Antonio Area Office
8610 Broadway
San Antonio, TX 78217
Tel. 512-229-6622

Department of Army
Deputy Chief of Staff for Personnel
Dependents Schools Teacher Recruitment Branch
(DAPE-CPC RT)
Room 1A658, The Pentagon
Washington, DC 20202

EFL Gazette
10 Wrights Lane
Kensington, London W8 6TA
England
Tel. 01-939-1819

English Teaching Fellowship Program
English Teaching Division
(ECA/CE)
U.S. Information Agency
Washington, DC 20547
Tel. 202-458-2869

European Council of International Schools
21B Lavant Street
GU32 3EL United Kingdom
Tel. 011-44-730-268244
011-44-730-263131
Fax 011-44-730-267914

Euro Services Inc.
International Educators Recruitment Service
91 Pt. Judith Road, Suite 211
Narragansett, RI 02882

Foreign Language Educational Forum (FLEFO)
via CompuServe
Bitnet/Internet:
76703.2063@CompuServ.Com

Friends of World Teaching
PO Box 1049
San Diego, CA 92112-1049
Tel. 619-275-4066

JALT
The Language Teacher
JALT Central Office
Glorious Tokyo #301,
2-32-10 Nishi-Nippori,
Arakawa-ku,
Tokyo 116, Japan
Tel. 81-03-3802-7121
Fax 81-03-3802-7122

Instant Alert
EIS-N. 4523 Andes Drive
Fairfax, VA 22030
(SASE)

International Educators Cooperative (IEC)
212 Alcott Road
East Falmouth, MA 02536
Tel./Fax 508-540-8173

International Schools Services
Box 5910
15 Roszel Road
Princeton, NJ 08543
Tel. 609-452-0990

Institute of International Education
809 United Nations Plaza
New York, NY 10017
Tel. 212-883-8200

(NAFSA) Association of International Educators
1875 Connecticut Avenue, NW
Suite 1000
Washington, DC 20009-5728
Tel. 202-462-4811
Fax 202-667-3419

National Teacher Placement Bureau
PO Box 09027
Cleveland, OH 44109
Tel. 216-741-3771

Office of Overseas Schools (A/OS)
Room 245, SA-29
U.S. Department of State
Washington, DC 20522-2902
Tel. 703-875-7800
Fax 703-875-7979

Ohio State
Educational Career Service
Ohio State University
10 Arps Hall
1945 N. High Street
Columbus, OH 43210
Tel. 614-292-2741

Peace Corps
1990 K Street, NW
Washington, DC 20526
Tel. 1-800-424-8580

The PDRC Placement Hotline
PDR/SIT
PO Box 676
Brattleboro, VT 05302

Queen's University
Overseas Recruiting Fair
Placement Office
Faculty of Education
Kingston, Ontario K7L 3N6
Canada
Tel. 613-545-6222
Fax 613-545-5484

Search Associates
PO Box 636
Dallas, PA 18612
Tel. 717-696-5400
Fax 717-696-9500

TEFL Register
1 riding House Street
London W1A 3AS
England
Tel. 071-580-4351

TESOL Placement Service
1600 Cameron Street, Suite 300
Alexandria, VA 22314-2705
Tel. 703-836-0774
Fax 703-836-7864

TORC
National Teacher Placement Bureau
4190 Pearl Road
PO Box 09027
Cleveland, OH 44109
Tel. 216-741-3771

University of Northern Iowa
Overseas Placement Service for Educators
152 Gilchrist Hall
Cedar Falls, IW 50614-0390
Tel. 319-273-2061

U.S. Civil Service Commission
San Antonio Area Office
8610 Broadway
San Antonio, TX 78217
Tel. 512-229-6622

▼ Major Employers and Recruitment Agencies for English Teachers

Aspect International Schools
26 3rd Street
San Francisco, CA 94103

American Language Academy
2105 Grove Street
Berkeley, CA 90230

ELS International
5761-6 Buckingham Parkway
Culver City, CA 92030
1-800-468-8978

Inlingua
551 Fifty Avenue
New York, NY 10176

International Education Exchange
Teacher Exchange Branch
Office of International Education
U.S. Department of Education
Washington, DC 20202
Tel. 202-708-5366

The TESL Recruiting Service, Inc.
Rt. 6, Box 174
New Orleans, LA 70129
Tel. 504-662-5569

USIA Information Agency
Language Teaching Division
301 4th Street, NW
Washington, DC 20547

USIA Information Agency
Recruitment Division
400 C Street SW
Washington, DC 20547
Tel. 202-619-4700

▼ Interns and Volunteers

Volunteer agencies and recommended handbooks—A good way to begin to get experience is to work as a volunteer. The following agencies can put you in touch with affiliates in your area and let you know whether such programs include training for ESL volunteers.

Ronald Broman
The International Schools Internship Program
PO Box 103
West Bridgewater, MA 02379
Tel. 508-580-1880
Fax 508-580-2992

World Teach
Phillips Brooks House
Cambridge, MA 02138

Contact Literacy Center
PO Box 81826
Lincoln, NE 81826
Tel. 402-464-0602
Hotline 800-228-8813

Laubach Literacy Action
Box 131
Syracuse, NY 13210
Tel. 315-422-9121

Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214
Tel. 315-445-8000

Solidarity Eastern Europe
2330 Notre-Dame Street West, Suite 200
Montreal, Quebec H3J 1N4
Tel. 514-937-3423
514-937-9452

For U.S. Citizens
United Nations Volunteer Coordinator
1990 K Street, NW
Tel. 1-800-424-8580 ext. 2243
202-606-3370
Fax 202-606-3024

For Non-U.S. Citizens
United Nations Development Program
1775 K Street, NW, Suite 420
Washington, DC 20006
Tel. 202-331-9130
Fax 202-331-9363